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ABSTRACT

This guide is designed for college students interested in developing their interpersonal skills through an experiential learning program. Experiential learning is defined as learning--either prior or sponsored--which takes place outside the classroom. Guidelines for developing objectives, planning the learning activities, and preparing for evaluation of the learning outcomes are offered. A detailed description of interpersonal, communication, and managerial skills is presented, as well as a list of sites appropriate for this type of learning, and a number of worksheets useful for self evaluation. (GDC)

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OF EXPERIENTIAL LEARNING

Learning and Assessing Interpersonal Competence— A CAEL Student Guide

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LEARNING AND ASSESSING INTERPERSONAL
COMPETENCE--A CAEL STUDENT GUIDE

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Cooperative Assessment of Experiential Learning

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I Introduction

A Note to the Reader

Probably there are no living persons who do not need to have some skills in dealing with other people. Increasingly, we live in a society that requires well-developed skills in communicating and cooperating with others. Interpersonal competences are hard to define (a task we will undertake later in this chapter), but they are easy to point to--they are the skills you use every day in your communication with the many other people in your personal or professional life. As such, they are vital to the successful performance of a number of roles, and their essential place is recognized by many institutions as a basis for college credit. The concept of interpersonal competence as a college-creditable learning outcome is the theme of this book. It has been prepared to help students, or prospective students, who have already developed college-creditable interpersonal competences in their life or work experience, or who now wish to develop these competences in college-sponsored experiential learning environments.

The Intended Audiences of This Guide

This *Guide* is intended to serve the needs of students interested in what is called experiential learning--learning which takes place outside of the classroom. It is useful to distinguish between two types of experiential learning.

Prior Learning. Prior learning is learning that has taken place prior to admission to an educational program. If you have had some experiences with people--in your personal life, at work, or in other ways--that you believe have helped you to learn some college-creditable interpersonal competences, this *Guide* will help you to identify and categorize the competences you have learned, to describe them, and to present evidence that may support the granting of college credit.

Your experience may be specifically and primarily with people. For example, you may have been a camp counselor or a volunteer with a halfway house or a suicide prevention bureau. In these cases your entire experience might be offered as a source of interpersonal learning. On the other hand, if you have worked for several years as an accountant or an engineer, your primary learning may have been in other areas such as business machines and electronics. But, in dealing with your supervisors, clients, assistants, and peers, you may have developed some interpersonal competences. Whether your experience was primarily or secondarily in dealing with people, you may be interested in exploring the possibility that you have acquired or sharpened interpersonal competences that can be recognized for college credit.

Sponsored Learning. Sponsored learning is learning that takes place outside the classroom, but under the sponsorship of an educational institution. Sponsorship in this context means that the institution agrees in advance to consider the experience as potentially creditable. If, for personal or for career reasons, you wish to develop your competence in dealing with people by entering a program of sponsored learning, this *Guide* is intended to help you in two ways: *first*, in deciding the interpersonal competences you may want to acquire or sharpen; and *second*, in selecting the learning situations that might best facilitate the development of your skills. Whether you wish to do your work independently, or as the fieldwork component of a formal campus class, this *Guide* is intended to help you identify your learning objectives and discover the most effective means of achieving them.

How May This Book Serve Your Needs?

This book has two general goals. First, it attempts to provide *information* about the nature and types of interpersonal competence, about the process of planning experiential--rather than classroom--learning, and about the process of assessing interpersonal competence. Second, it provides some suggestions about the *application* of this information either to planning self-directed learning experiences and preparing for assessment, or to meeting the requirements established on your campus for personal or professional learning of interpersonal competences.

We suggest that you assess your needs as part of the process of deciding how best to use this book. Depending upon your individual needs profile, you may find that various parts, or combinations of parts, of this *Guide* meet your particular educational needs. Chapter II is designed as a mini-course to assist you with the task of assessing your needs.

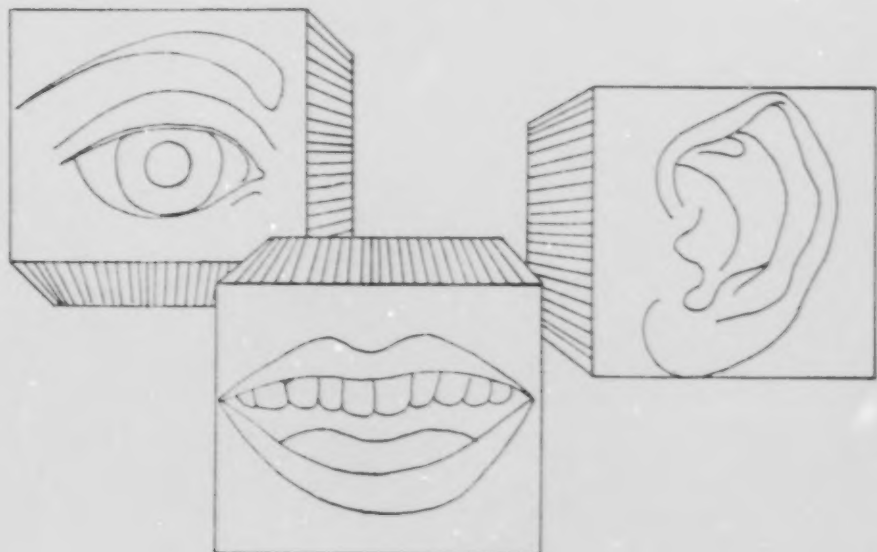
You are a unique individual. You may be young or old, male or female, graduate or undergraduate. You may have clearly specified and limited objectives, or hazy and unspecified goals; you may be seeking credit for prior experiential learning, or enrolling in a sponsored learning program.

Whatever your situation is, we suggest you assess your needs profile. If, for example, you are an older candidate with prior undergraduate learning returning to education after 10 years of managing your own business, you may want to proceed directly to Chapter III dealing with preparing for the assessment process. Alternatively, if you are an undergraduate student and need one unit of credit for a sponsored independent study course to fulfill your graduation requirements, you may want to read Chapter II, Section C, Planning Your Experiential Education. Or you may be an undecided second-year undergraduate with a vague feeling that your educational plan is not meeting all your needs. For you, the most effective use of this *Guide* may be to begin with Chapter II and complete the planning process from beginning to end. In addition to these specialized applications of various chapters and sections for specific purposes, the entire *Guide* may be used by students participating in sponsored career education, communications, or human relations courses or programs.

Whatever your particular educational needs, you may find much of the content beneficial to your overall personal or professional development. Chapter I includes some definitions and a description of the range of interpersonal competences, a summary of a developmental framework for the acquisition of three basic life skills and a summary of some essential communications skills. In Chapter II, we have presented a life-planning model in which you may diagnose your needs and identify the competences you would like to develop, select the experiential learning environments in which you may acquire them, and utilize specific procedures for achieving your learning objectives. Chapter III offers step-by-step procedures to prepare you for the assessment process and a sampling of possible assessment techniques that could be used by an institution in assessing your interpersonal learning.

B The Importance of Learning Interpersonal Competence

Perhaps the most important thing about interpersonal skills is that they are vital to the success of the learning process itself. Much of what we learn we learn from, through, and with other people. The first step in "learning how to learn," then, is the learning of such *intrapersonal* skills as observing, listening, questioning, and interpreting *your own* actions, ideas, and intentions. In order to maximize your learning capacity, however, you also must develop the same basic skills in your *interpersonal* relationships. Basic communication skills and the interpersonal relationships that they facilitate do not exist in a vacuum but are an integral part of the human personality and its interactions with others.



"Self-directed learning" is both an important goal in itself and an effective means for satisfying most of your personal and career needs. Among the essential elements of self-directed learning are the following:

1. knowing how to use your time efficiently;
2. effective ordering of priorities;
3. accepting responsibilities;
4. self-reliance;
5. relating your daily activities to your longer range goals; and
6. balancing the tricky equation between rights and responsibilities.

In Chapter II, we discuss various techniques for diagnosing and clarifying your personal and career needs and the role they can play in helping you to become a more self-directed learner.

Personal Uses of Interpersonal Skills. In addition to their basic utility as stimulants of the learning process, interpersonal skills are essential to the success of a whole range of other personal and professional activities. In Section D of this chapter, we will present a concept of interpersonal literacy that attempts to describe, as a sort of nucleus for the full constellation of communication skills, a basic package of skills that every person needs every day, regardless of the type of career or professional activity being pursued. These are the basic communication skills that are essential components of various work-related roles and activities, but skills that you also need to some degree in order to enjoy life more fully by being more comfortable in your daily contacts with other people--at work, at home, shopping, playing, or relaxing.

Professional and Citizenship Uses of Interpersonal Skills. Finally, the development of your interpersonal competences is important in virtually any career or profession you may choose to follow, or in any community activity you undertake. In Figure I we describe clusters of skills that derive from the basic (core) set of communication skills, but have specific career or professional applications. Some of these clusters of skills are specifically related to particular jobs; most of them have some utility in many different kinds of work assignments.

C

Institutional Approaches: Individual Goals and Institutional Goals

In seeking credit for interpersonal skills that you feel you have learned from prior experience, or as you seek campus sponsorship for future experiential learning, you will want to know what the local procedures and policies are on your campus. They will probably fall into one of the following categories:

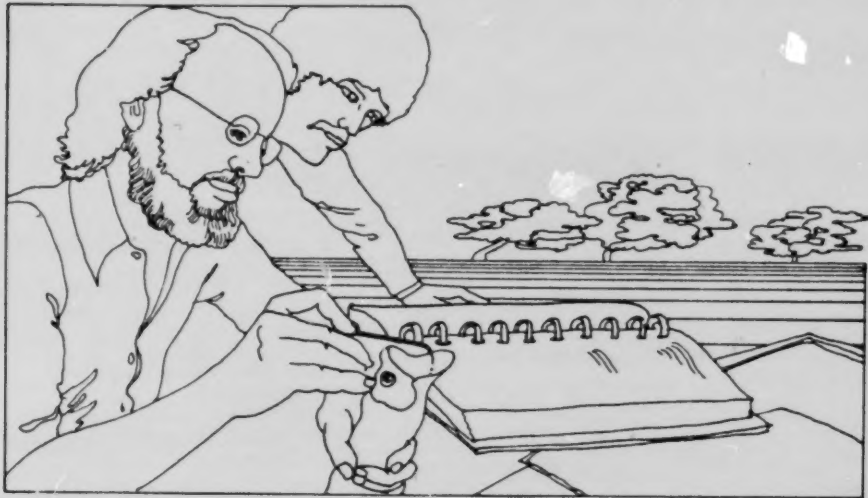
1. Both the policies about, and the administration of, experiential learning are decentralized, and all arrangements are made with individual faculty members or departments.
2. There are unified campus policies guiding the award of credit for experiential learning, but they are administered by departments or individual faculty members.
3. Both the policies about, and the administration of, the experiential learning programs are centralized.

Figure 1

INVENTORY OF FUNCTIONAL COMPETENCES

Psychomotor (Things)	Informational (Data)		Interpersonal (People)	
	Level I	Level II		
Setting-up Precision working Operating Driving Manipulating Constructing Assembling Connecting Tending Handling Measuring Weighing Feeding	Recalling Retaining Storing Recording Recognizing	Creating • evaluating • valuing Predicting Synthesizing Coordinating • conceptualizing • integrating • formulating • defining • categorizing • reflecting Analyzing • extrapolating • interpreting • deducing • assuming • inducing • describing • translating • differentiating • investigating Observing • identifying	Mentoring • counseling • advising • guiding • interviewing • strategy planning Managing • producing • administering • directing • chairing • coordinating • organizing • programming • planning • designing Leading • motivating • controlling • manipulating • determining Negotiating • renegotiating • finalizing • resolving • bargaining • reconciling • arbitrating • facilitating • recommending Instructing • training • teaching • reinforcing • testing • explaining • demonstrating • presenting	Supervising • determining • interpreting • assigning • maintaining Consulting • advising • clarifying • discussing • reporting • conferring Persuading • coaching • advocating • influencing • molding • advising Communicating • speaking • interviewing • writing • responding • signaling • listening • stimulating • conning • manipulating Entertaining • dancing • singing • acting • story-telling • miming Serving Helping

In the first case, where policy and administration are both decentralized, the granting of academic credit may be dependent on the philosophy and judgment of particular faculty members. If credit is granted for prior learning, it may be by examination (oral or written) or may take the form of waiver of certain requirements. You may or may not be asked to register for a course, and the credit may be granted only if it corresponds exactly with a course description offered at the campus, or it may be granted as unspecified units in a general area such as the social sciences. At such an institution, if you are seeking faculty sponsorship for experiential learning you may be asked to register for a course, but allowed to do your work in the field instead of the classroom. Alternately, you may be enrolled in an independent study course. Most postsecondary institutions have independent study courses that can easily be utilized for sponsored learning projects, and, in many cases, it is possible to earn credit by examination in independent study courses--thus facilitating the recognition of prior learning even when it doesn't exactly fit the boundaries of a particular course taught on the campus.



At institutions where there are centralized policies about experiential learning but where administration is decentralized, you will probably be able to obtain a copy of the requirements and procedures to assist you in contacting the appropriate faculty members. Sometimes a standard form or process exists for seeking credit by examination for prior learning, and there may be specific rules governing the type and amount of credit. In other cases, there are general requirements (e.g., that a comprehensive examination must be given), but specific decisions about whether the exam will be written or oral, whether a faculty board must review the decision, how many units will be awarded, etc. are left up to each department. Similarly, if you are seeking to develop a sponsored program, the institutional policy may provide petition or learning contract forms and identify each step in the process, or the institution may simply require that the department or faculty member develop a learning contract for each student.

When both the policy and administrations are centralized, you may be dealing with one central office that handles all credit for experiential learning, prior or sponsored. In some cases there are assessment specialists, field mentors, and instructors who teach courses specifically designed for developing sponsored individual programs of experiential learning.

The range of opportunities for experiential credit in and among postsecondary educational institutions is extremely broad. In the majority of cases, however, students who exercise careful initiative will be able to find, or to create, experiential learning opportunities. Two important prerequisites are (1) to understand something about the nature of competences and of the experiential learning process, and (2) to know what abilities you want to develop and why.

These broad instructions are even more important for the interpersonal area. In many cases, there is not a clear understanding on the part of both faculty and students of what interpersonal competence is: students sometimes have vague definitions and feelings, but no clear criteria for demonstrating that competence. Likewise, some faculty have attitudinal and technical problems limiting their ability to either recognize or assess the students' competence. It is hoped that this book will go a long way toward reducing such problems. For example, Figure 1 identifies some professional interpersonal skill clusters, and Figure 2 lists some essential communication skills. Almost every conceivable learning outcome contains cognitive, affective, and behavioral components. Interpersonal learning in experiential settings is often characterized by very strong affective and behavioral learning components. The specific task of the student petitioning an educational institution for interpersonal learning credit is to translate or articulate these affective and behavioral learnings into a cognitive learning format. This format demands that the learner distill the learning experience into generalizations, principles, concepts, theories, and understandings, which are characteristics readily recognizable to the academic community.

The lists in Figure 2 are representative rather than exhaustive, and each of the items is not only a *behavioral outcome* of the communications process but also a skill necessary to the achievement of interpersonal competence. Silence is recognized as an important response modality implied in the verbal and explicit in the nonverbal categories. Nor do all such behaviors involve the use of the overt vocal signals we normally associate with communication. As we construct a process model of basic interpersonal literacy these communicative behaviors/skills will form the outer ring as the essential outcomes of the process. (See Figure 3.)

Figure 2

ESSENTIAL COMMUNICATIVE BEHAVIORS

	Verbal	Nonverbal
Receiving	1. Using expressive, descriptive, and evaluative statements to enhance a verbal message 2. Restating the main points of a message without major additions, deletions, or distortions 3. Using language and syntax to convey the intended meaning of a specific message 4. Analyzing and using alternative communication techniques when misunderstandings or breakdowns in the communication process occur either on the sending or receiving side	1. Using the following cues in a manner congruent with intentions: a. facial expressions b. posture c. hand and arm gestures d. body movement e. overall appearance and style of dress
Sending	1. Hearing, identifying, and accurately interpreting: a. content of messages b. changes in tone of voice c. changes in rate of speech d. key words and ideas e. evaluative statements f. feeling statements g. descriptive (i.e., factual) statements h. general outline and organization of messages	1. Seeing, identifying, and accurately interpreting the following cues: a. facial expression b. posture c. hand and arm gestures d. body movement e. overall appearance and style of dress

figure 3
interpersonal literacy
basic communicative model



The definitions and the brief discussions of the importance of interpersonal learning to which we now turn are intended to give you a start toward completing the two general steps of identifying interpersonal competences and of selecting those appropriate to you as a person. Chapter II suggests a model for diagnosing the interpersonal competences that you will seek to acquire or to have credited and, if you are planning a sponsored learning experience, the learning environments that are relevant to your intended goals.

D

The Range of Interpersonal Competence: Some Definitions

In order to set the boundaries of the discussion, we begin with the definitions of certain critical words: *competence*, *interpersonal*, and *college-creditable*.

Competence is the ability to perform a specified task to a satisfactory level of performance. In this *Guide*, competence is goal-directed behavior; it is the ability to complete a task, to solve or avoid some problem. In the interpersonal realm, competent behavior is not simply performing some intricate series of steps, it also has *outcomes* or *consequences* that make a difference with respect to some goal or problem. By adapting certain categories used in the U.S. Department of Labor's *Dictionary of Occupational Titles*¹ to the broader purposes of postsecondary education, four general categories of competences have been identified (Figure I, p.7). The first three of them do not necessitate any interaction with another person:

Competence in manipu-
lating THINGS

psychomotor
skills (such as
typewriting, key-
punching, kicking
a football, etc.)

¹Sidney Fine is to be credited for extensive work on the career implications of a classification system for jobs as they relate to "people, data, and things." This system, which is presented in the U.S. Department of Labor's *Dictionary of Occupational Titles*, is applied throughout this *Guide*.

Competence in compiling DATA

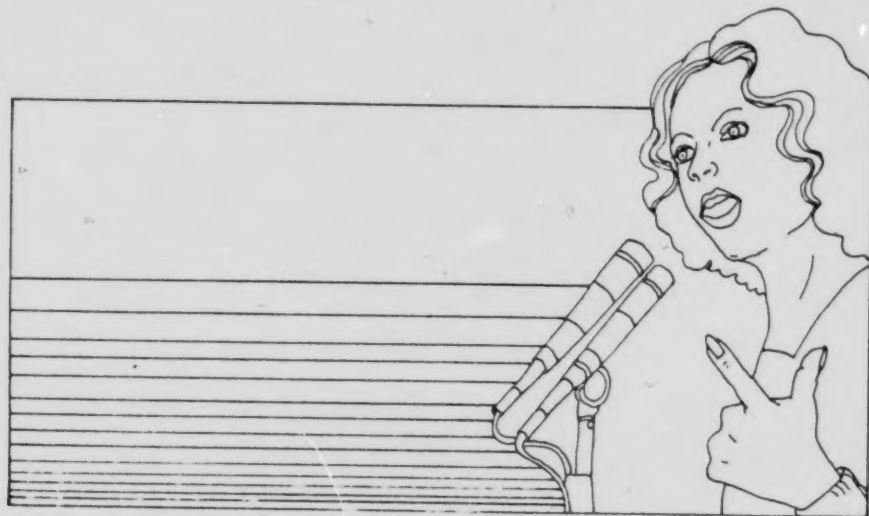
data storage and retrieval (recall and recognition of factual material such as dates, names, places, actions, --answers to the "who, what, when, where" question words)

Competence in interpreting DATA

interrelationships of data (analysis, synthesis, explanation--answers to the "how and why" question words)

Competence in communicating with PEOPLE

interpersonal competence

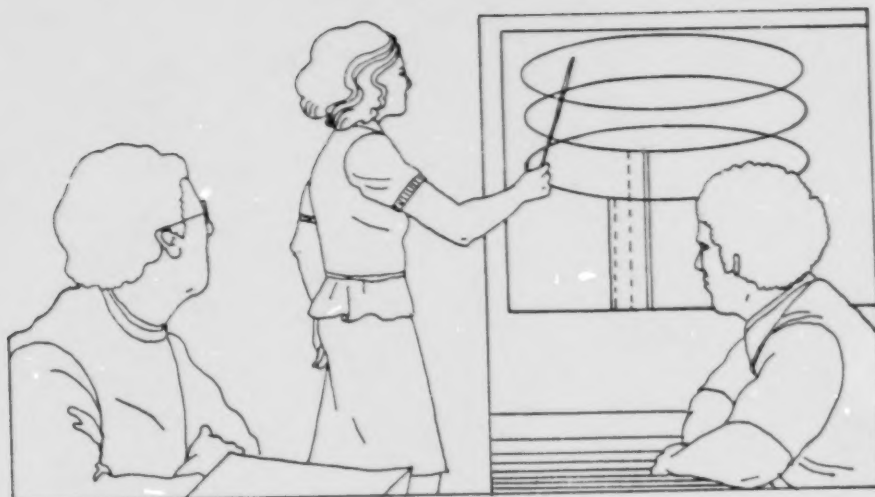


Interpersonal competence may be defined broadly as that competence that leads to effective relationships between an individual and one or more other persons. Defined in this way, interpersonal competence would be demonstrated by the political leader who is addressing a convention attended by thousands of people. More narrowly, the definition may be limited to those skills that affect purposive, face-to-face encounters between two persons or some group small enough to afford immediate interpersonal feedback. This *Guide* is oriented toward a wide range of situations involving interpersonal relationships. In fact, interpersonal competence is viewed as a developmental process, one of learning and selecting appropriate behaviors. The concept that is used to denote a minimum level of performance in this development process is "interpersonal literacy," knowing *when* (a) and *how* (b) to communicate *what* (c) to *whom* (d) in order to achieve specified goals (e).

- a. *WHEN* to communicate (the timing of interpersonal communication). A person possessing adequate interpersonal competence will know when to listen and when to interrupt; whether to offer a comment or make a suggestion at the beginning of a conversation, or later after necessary information has been supplied; whether to scold (or praise) immediately after an action, or later, with more perspective or perhaps a different group of listeners, etc.
- b. *HOW* to communicate (the medium of interpersonal communication). A person who is interpersonally literate will know whether to transmit a message orally, whether to do it in writing, or whether to use (and how and what) nonverbal techniques.
- c. *WHAT* to communicate (the content of interpersonal communication). The person skilled in interpersonal communications knows what *information, questions, intentions, behaviors, or feelings* to transmit.

- d. To *WHOM* to communicate (the target of interpersonal communication). The interpersonally literate person knows which audience to select and, when communicating with more than one person, whether or not to send identical messages, whether or not to inform each person that others are receiving the same (or different) messages, etc.
- e. IN ORDER TO ACHIEVE SPECIFIED GOALS (the intentions of communication). Persons who are interpersonally literate will be able to use communications skills to maximize the attainment of goals that are congruent with their own and others' feelings, actions, and interpretations and to be able to recognize when they are not congruent.

Experiential learning would, by the most liberal definition, encompass all learning--including formal classroom lectures, which traditionally have been the core "experience" for college and university students. In general, however, experiential learning involves a more active role for the student; e.g., *typing*, not just being told where the keys are; *teaching*, not just being told how to conduct a class; *keeping a balance sheet*, not just hearing or reading about the principles of accounting, etc. The experiential aspect for these three examples and for many others does not rule out its taking place in the classroom or elsewhere under the supervision of an instructor. They may be sponsored by an institution and broadly coordinated by a faculty member, but the direct learning experience is *remote* from a formal instructor. Experiential learning may also include learning that occurred *prior* to enrollment in an institution without either the advice or supervision of a formal instructor.



These guidelines, then, are developed for experiential learning, including both prior learning and campus-sponsored learning, which may be an integral part of a course, but in which the experience is not directly supervised by the instructor. It includes such sponsored learning experiences as internships, fieldwork, and independent study, and such prior experiences as travel and residence in foreign countries, volunteer work, avocational activity, and even life experience such as marriage and parenthood. Experiential situations vary in the environment in which they take place, the activities which the learner carries out, and the outcomes they lead to. The box below is based on Appendix D, which presents a number of such experiential situations.

LEARNING: Environments, Activities, Outcomes		
Environments	Activities	Professional Skills
#9 Volunteer coordinator in rehabilitation center	recruiting, training, assigning and supervising volunteers in various jobs	Leading Managing Supervising Negotiating Instructing
#14 Summer camp	counseling and disciplining campers, acting as "dorm parent" and group leader	Mediating Leading Persuading Counseling Instructing
#23 League of Women Voters	chairing a committee, preparing portfolios of information, lobbying, training researchers and group leaders	Managing Persuading Consulting Instructing
Excerpts from Appendix D.		

College-creditable. These guidelines have been developed for assessing experientially-learned interpersonal competences that are *college-creditable*. It is not possible, however, to offer a definitive answer to questions about the creditability of any particular competence. No universal standard is suggested. Ultimately the answers to this question must be found in the institutional goals and philosophies of thousands of postsecondary educational institutions that grant or recognize credit for undergraduate degrees at the associate or baccalaureate levels. The "definition" of college-creditable, therefore, lies in the practices of the colleges themselves.

E

Summary of a Developmental Framework

THE ACQUISITION OF THREE BASIC LIFE SKILLS: ADAPTIVE, FUNCTIONAL, SPECIFIC CONTENT²

The primary purpose of this section is to provide you with a frame of reference that distinguishes among three broadly different clusters of behavior or skills.³ A secondary purpose is to introduce you to the concept of functional skills and to identify the characteristics that make *functional skills* very significant for experiential learning.

Human performance is composed of three different types of skills. They are adaptive, functional, and specific content skills. All human performance involves all three of these skills in various combinations. For example, to be both effective and successful, a counselor in the state drug rehabilitation clinic must possess adequate adaptive, functional, and specific content skills. A representative sample of each of the three types of skills is listed in the figure on the next page.

² This brief description of a conceptual framework is presented for students whose needs and interests will be served by a theoretical foundation for their study of interpersonal competence. Some students may wish to skip this section and move directly to the summary of basic communication skills in Section F, p. 23. Others may be interested in the more complete theoretical formulations which are included in the companion volume *Teaching and Assessing Interpersonal Competence: A CAEL Handbook* by Breen, Donlon, and Whitaker.

³ Detailed elaborations and descriptions of the professional interpersonal skills clusters are included in Appendices B and C.

3. SPECIFIC CONTENT SKILLS
- a) Each counselor must carry a case-load of 25 clients
 - b) Each counselor must see each case-load client for 1 hour per week
 - c) Write a weekly progress report on each client
 - d) Confer bi-weekly with supervisor on disposition of case-load
 - e) Attend group therapy sessions one each month for 2 hours with fellow counselors
 - f) Attend one professional meeting per year for up-dating drug information and methods
2. FUNCTIONAL SKILLS
- a) Interviewing clients
 - b) Diagnosing needs
 - c) Prescribing treatment
 - d) Guiding therapy
1. ADAPTIVE SKILLS
- a) Acceptance of administrative authority
 - b) Control of impulses (anger, sexual attraction, jealousy, etc.)
 - c) Punctuality
 - d) Grooming and dress style

The relationship among these three basic life skills is summarized in the following principle. Functional skills can be utilized with maximum effectiveness when adaptive skills are most responsive to the specific conditions and requirements of a task, and they can be utilized with a minimum of effectiveness (if at all) when adaptive skills are least responsive to the specific conditions and requirements of a task. To use the example in the figure above, if the inadequate adaptive skill of punctuality makes the counselor late 95 percent of the time for bi-weekly conferences (3d above) with the supervisor and late 60 percent of the time for monthly group sessions (3e above) and the counselor is fired from the clinic, all of the functional skills will go unutilized because the adaptive skill of punctuality (1c above) was inadequate to satisfy the conditions and requirements of the job. Or if a counselor cannot control her sexual attraction for a client (1b above) causing her to spend an excessive amount of time with that particular client and to neglect her responsibility to her other clients, her functional skills of diagnosing and prescribing will be less effective because her adaptive skill of controlling sexual

impulses was inadequate in meeting the specific requirement that she see each of her clients once a week for one hour (3b above). Thus, if a person fails at a particular task, the cause of that failure may be due to a lack of specific content skills (e.g., ability to write progress reports) or functional skills (e.g., ability to diagnose needs accurately) or adaptive skills (e.g., punctuality) or all or some combination of these three basic life skills.

Each type of skill is learned principally during different periods of growth and development and under different conditions. Thus, the acquisition of one type of skill becomes a precondition for the acquisition of the next. The acquisition of adaptive skills is a necessary foundation for the acquisition of functional skills, and both are prerequisite to the acquisition of specific content skills.

In summary, adaptive skills are acquired during the early developmental years (usually years 1-6) through the child's acceptance of parental prescriptions and directives demanding conformity and/or change in the child's behavior. Acceptance of these demands permits the child to survive, to develop, and to learn the limitations and boundaries imposed by the culture. These basic skills are continually reinforced by the child's teachers and parents and tested by peers during the early years of formal schooling, with the result that the child learns to concentrate, focus, and direct his/her activity. Self-regulated behavior is the signal that the child has achieved *adaptive readiness* and is prepared to begin functional education or training.

Thus, the tested and reinforced adaptive skills serve as the means for acquiring the vital functional skills. During this stage of development the individual's energies are focused on specific tasks, such as *reading*, intended to teach broad general processes, such as discriminating between abstract symbols (content). Functional skill is the ability to perform broad operations or processes in relation to three classes of competences: *People, Data, and Things*. For example, some functional data competences are: analyzing, evaluating, synthesizing. All are broad functions performed in relation to data.

As the individual masters increasingly more difficult tasks, she/he broadens both the range of *prescribed* instructions to which she/he can react and the *discretionary* areas over which she/he can make decisions. The significant learning outcome during this developmental stage of functional training is discovering that the *process* or *method* of study can be more important than the *content* or subject studied. Functional skills are *process* skills. For example, counseling is a functional interpersonal skill that describes a broad process, (counseling), with a specific purpose, (helping).

As the individual progresses to the mastery of specific *content* skills, the medium of acquisition now becomes the previously developed functional skills. At this stage in the developmental process, the acquisition of adaptive skills is usually taken for granted. The question now becomes--Does the individual possess sufficient functional skills to perform effectively in a given situation? This analysis presumes that adequate adaptive and functional skills have been satisfactorily achieved. Actually, however, some or all functional skills may be lacking, and even the assumed adaptive skills may, in fact, not be mastered sufficiently. The answer to the above question comes in the form of effective or ineffective performance (i.e., success or failure). Effective performance occurs when all three types of skills are reinforcing and complementing each other. Ineffective performance signals a failure to attain or to successfully integrate one or more of these three basic life skills.

Functional skills are the pivotal concept for the analysis of interpersonal competence as defined in this *Guide* for two very significant reasons. First, they point to broad processes, such as managing or instructing, that can be broken down into subprocesses lending themselves to training and measurements. Second, since functional skills are basically process skills, they possess the quality of general *transferability* from one specific content situation to another. Thus, once a functional skill is mastered, it possesses maximum *utility* in a multitude of situations with different subject matter emphases. It is precisely these characteristics of *trainability* and *transferability* that make the learning of functional skills possible in a variety of experiential learning environments. Appendix D contains a complete list of learning environments and functional learning outcomes.

In Section F, we present a communications model and some essential communication skills that can be utilized for both personal and professional purposes.

F **Summary of the Basic Communication Process**

There are five steps in the basic communication process. In summary, they are:

STEP 1: Assess *YOUR OWN*:

- (a) Intentions or goals (your purposes for interacting with others).
- (b) Affective qualities (feelings, values, beliefs).
- (c) Socio-cultural characteristics (rules of social behavior, etiquette, age, sex, role, status, etc.).

STEP 2: Assess these same variables for all the *others* involved in the interaction.

STEP 3: Select communicative behaviors with the results of these assessments for *self* and *others*. (See Fig. 3 on p. 12 and Fig. 4 on p. 24.)

STEP 4: Actively seek feedback and continually reevaluate:

the self-assessment
the assessment of others
the effectiveness of the
behaviors selected in
achieving your intended goal.

STEP 5: If the selection of communication behaviors proves ineffective, go back to *STEPS 1 and 2* and make any adjustments which you can to achieve maximum effectiveness.

Figure 4

MAJOR FACTORS INFLUENCING SELECTION OF COMMUNICATIVE BEHAVIORS

SOCIOCULTURAL VARIABLES

Demographic Variables

1. Age
2. Sex
3. Race
4. Role
5. Social Status
6. Economic Status
7. Group Size
8. Group Type

Rules of Social Behavior

INFORMAL CUSTOMS:

- Etiquette, manners, and forms—all of the behavioral do(s) and don't(s) transmitted over time via the dual mediums of tradition and convention, covering such diverse areas of social behavior as conversation, eating, writing, appearance, entertaining, etc.

FORMAL CUSTOMS:

- Ceremonies and rituals—such as engagements, weddings, funerals, births, anniversaries, and dedications.

Values*

health
security
money

Beliefs*

Judaism
Buddhism
Islam

prestige
family
honesty

democracy
communism
motherhood

AFFECTIVE QUALITIES

Feelings

Love	Anxiety	Sadness
Anger	Compassion	Jealousy
Guilt	Grief	Happiness
Fear	Loyalty	Sympathy

Attitudes

Empathy	Openness	Genuineness
Tolerance	Respect	Acceptance
Courtesy	Understanding	Responsibility
Patience	Congruence	Integrity

The definitions below guided the choices of items above. Our purposes, however, are only to suggest that, however one may choose to define its specific components, the subjective quality of affective learning is an important variable in the communication process.

Feeling: emotional state or dispositions

Attitude: mental state or mood reflected in one's manner of acting or thinking.

Value: worth in usefulness or importance to the possessor

Belief: acceptance or conviction of the truth or actuality of something.

*Values and Beliefs are shown between Sociocultural Variables and Affective Qualities because their formation is influenced both by environment (sociocultural) and heredity (relatively stable personality traits).

This process requires both *intra-* and *inter-*personal skills, and both cognitive-intellective and affective-emotive skills and qualities. (Some *intrapersonal* skills are identified in Figure 3 on p. 12 and some of the major sociocultural variables and affective qualities that influence the selection of communicative behaviors are listed in Figure 4 on p. 24 .) The model we have described is only one of many possible approaches to describing the process of communicating. Different individuals will have different preferences. We recommend that you familiarize yourself with as wide a variety of communications models as possible. An example of an alternate communications process model is the Miller-Nunnally-Wackman "awareness wheel." The "awareness wheel" resembles a flower with five petals. Each of the five petals represents a step in the communication process. The five petals are:

1. Sensing - (inputs such as seeing, hearing, touching, etc.);
2. Feeling - (subjective affective states such as anger, happiness, etc.);
3. Thinking - (interpreting the data - both sensory and feeling);
4. Wanting - (being aware of the intentions, goals, and preferences of self and others);
5. Doing - (outputs such as communicative behaviors).⁴

Each of these models is helpful in understanding the basic process of communicating. Their significance will be determined by the extent to which they facilitate your achievement of more effective communication skills.

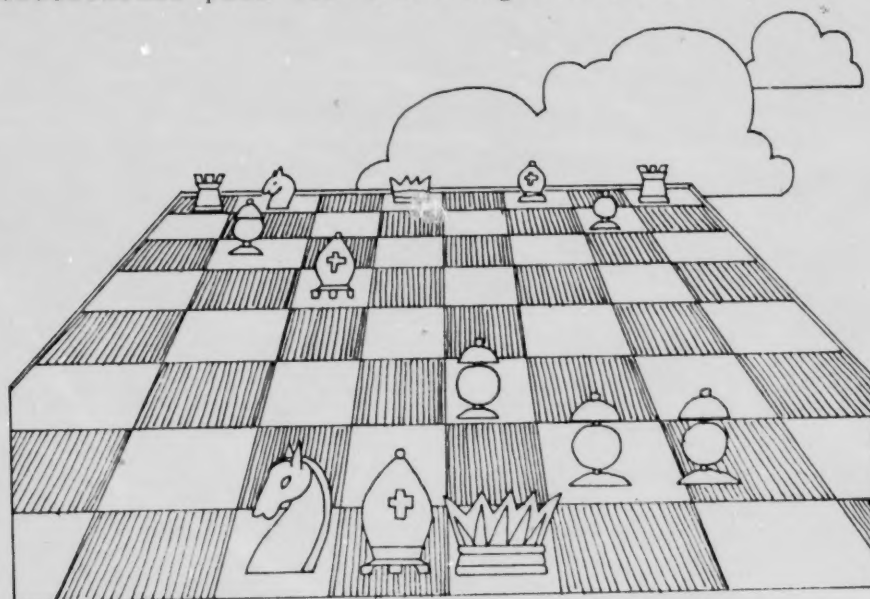
⁴Sherod Miller, Elam Nunnally, and Daniel Wackman, *Alive and Aware*, pp. 29-52. They also discuss different communication "styles" based on four categories of intentions or goals, pp. 173-222.

G **A Final Note to the Student**

There is no definition or model of interpersonal competence which is the single "right" one for every human being. Nor is there one "best" way for any person to achieve any interpersonal competence or cluster of competences. What one person learns easily, another may find extremely difficult. What one learns mostly from traditional educational programs, another may be able to develop only from direct experience in a work, family, or community service setting. You are a unique individual with a unique pattern of learning needs. We urge you to treat the materials in this *Guide* as possible resources that may be combined in various ways to serve your own needs and learning style. The book is, in some respects, a do-it-yourself manual. It may be helpful to you whether or not you are involved in a formal program of study in a college or university, by offering a process-oriented life planning model and specific exercises for developing a self-directed learning program. But it is a fundamental assumption of this *Guide* that the development of something as complex as interpersonal competence is likely to be a difficult and continuing problem that needs as much information and guidance as can be obtained from as many sources as possible. Whether or not you are using this *Guide* as part of a formal educational program, we urge you to seek the advice and counsel of others as you diagnose and formulate your personal and career needs, and as you develop an educational plan for acquiring or sharpening the interpersonal competences that are essential to the satisfaction of those needs.

II Strategies for Planning Interpersonal Competence Learning

As the title indicates, the primary objective of this chapter is to facilitate the development of an interpersonal competence learning plan. To assist in achieving this objective, we have chosen an approach that views educational planning as a subprocess within the larger framework of total life planning. We want to assist you in the process of integrating your personal, career, and educational needs into an accurate and realistic educational plan for achieving those needs.



Our analysis is based on two assumptions:

1. All "good" educational plans ought to be predicated on the personal and career values, preferences and needs of the individual student.
2. An adequate understanding of the planning process is prerequisite to becoming a self-directed learner.

This chapter can be utilized as a mini-course in educational planning. This outline of the rest of this chapter suggests a set of step-by-step procedures with an individualized educational plan as the end product:

Life Planning Outline

- A. Assessing Needs
 - 1. The Art of Planning
 - a. Balancing the Dream Against Reality
 - b. Objective and Subjective Impossibility
 - c. Dreaming and Communication
 - 2. Clarifying Values
 - a. Values Clarification Exercises
 - b. Writing a Life Goals Autobiography
 - 3. Comparing Your Personal and Career Values and Setting Priorities
- B. Relating Personal and Career Values to Their Dependence on Further Education--Individual Needs Profile
- C. Constructing Your Educational Plan
 - 1. Specifying Your Interpersonal Learning Objectives
 - 2. Selecting an Experiential Learning Environment

This chapter is intended to serve the needs of two distinct audiences:

- Students seeking to develop *sponsored* experiential interpersonal learning programs.
- Students petitioning for *prior* learning credit who feel they have had potentially creditable interpersonal learning experiences, but need further assistance in relating these learning outcomes to an integrated educational program.

The initial step in the planning process is assessing your personal and career needs. The next section begins with an overview of the general planning process and ends with a completed individual needs profile.

A Assessing Needs

Need is defined as the difference between a *desired* level of performance and an *existing* level of performance. A needs assessment is a formalized process for identifying performance gaps between *WHAT IS* and *WHAT SHOULD BE*, and for placing these performance gaps in a priority order. The following section will provide you with a frame of reference for distinguishing between desirability and possibility, and for achieving a compromise between the two.

The Art of Planning

The first step in successful planning is to decide what your objectives are. We recommend that you approach this step, first, by doing a little dreaming about your idea of an ideal existence, then by balancing your dreams against the hard facts of reality, and finally by deciding what to do.

The Role of Dreaming. Many people make the mistake of devaluing the role of dreaming, and overvaluing the role of realism in the planning process. As a result of this error, they plan for only as much as they believe to be realistic. And, since their estimate of what is realistic tends to be lower than what, in fact, could become realistic for them, they aim for less than they could get if they had set their sights higher.

We have included this section to help you to find the right balance, for your particular situation, between the ideal life you might dream of living and the realities with which you necessarily have to contend. We are suggesting that planning should take place in three steps: *first*, the dream--an unrestricted projection of what is desirable; *second*, an assessment of reality--a careful estimate of what is *possible*; and then, *third*, a program for achieving a new state of things, which, though probably falling short of perfection, certainly can exceed narrowly "realistic" predictions.

Applying this approach to the question now facing you, What interpersonal competences should you try to develop through experiential learning? -- we recommend that you first make a list of those competences that would describe the "perfect you." Forget for the moment that you are too innately talkative ever to become a perfect listener (or to shy ever to be effective at chairing a national convention). Forget that you have only a year to complete your education and only a peasant's budget to finance a sovereign's dream. What would you, in your fondest dream, like to be able to accomplish in your interpersonal relationships?

Defining Objective and Subjective Impossibility. The first danger you have to avoid in making such a list is the danger of allowing yourself to believe that too many things are impossible. We are not opposed to being realistic. In fact, we strongly urge it. But we are convinced that it is unrealistic to invert the first two steps of the planning process--(a) dreaming and (b) estimating realities. Dreaming should be done first, and assessing reality should be done second. The reason is that true realism involves an accurate answer to the questions "What is possible and what is impossible?" And it is dangerously easy, unless we first project our dreams, to overestimate the amount of real impossibility that actually restricts us.

There are two kinds of impossibility, objective and subjective. Objective impossibility has to do with basic natural laws; it is most likely to be physical. Subjective impossibility has to do with human attitudes; it is primarily psychological. Examples: It is *objectively* impossible for you, if you are only 34 years old, to already have 40 years of experience in interpersonal communication. It is *objectively* impossible for you to spend the next year living in Japan in order to develop your skills in interclutural communication, and to spend that same next year tutoring first graders in Chicago in order to develop your communication skills through interacting with young children. Some things really are impossible.

But some things only seem to be impossible. Examples: It may be only *subjectively* "impossible" for you to become a competent personnel manager, or counselor, or mediator. You may be convinced that you cannot learn to control your anger enough to communicate effectively with incompetent or dishonest people, but you may be wrong. You may think that you would never be able to understand the viewpoint of a rebellious teenaged drug addict, but you might be able to learn the effective empathic skills necessary for high school counselors. You may not now have the self-confidence to undertake a difficult negotiation between two hostile parties, but you may actually be able to develop a different self-image. Some things are not really impossible, they just seem that way because the attitudes, beliefs, or habits we have are accepted as permanent aspects of an unchangeable reality.

More is possible than we think. What makes it possible is the fact (or even the belief) that is *desirable*. *Desirability* erodes *subjective impossibility*. We would improve things greatly for ourselves if we would develop the habit of first assessing what is desirable, second estimating what is possible, and, third, planning somewhere in between.



Dreaming and Communication. Both intra-personal and interpersonal communication suffer from the common bad habit of discriminating against idealism. "Dreamer" is too often a term of derision in a planning discussion. And one result is that we tell ourselves (intrapersonal communication) and others (interpersonal communication) that our preference is "x," when instead "x" is only our estimate of the best we can get. If we were more honest, we would say: my preference is "x + 10," but I don't think I can get it, so I'm willing to settle for just "x."

The miscommunication which results from omitting the dream from the planning process is serious *intrapersonally* because it leads to *underachievement* of goals. It is serious *interpersonally* because it introduces a self-increasing distortion into the exchange of messages and, at worst, may lead to such a discrepancy between intention and effect that two parties, who, in fact, individually want to be supportive of each other, are both convinced that they oppose each other.

This section was intended to provide you with an overview of the general planning process. In the next section we will analyze more specifically and systematically the life planning process. This analysis reduces the general planning process discussed in this section to a series of step-by-step procedures.

Clarifying Values ⁵

Up to this point, you have been a passive recipient of the rhetoric of self-directed learning. We are now inviting you to take the initial step in the process of becoming a self-directed learner. Joining with us in the following exercises will require your commitment to full and active participation in the process of reevaluating your values and needs. This series of exercises designed to assess your needs will constitute the *process* or *method* of study. We will provide the description and sequence of each step in the process. The *content* will be--and must be *you*--YOUR experiences, values, and preferences. To complete these exercises, you will be asked to make a considerable investment of your time, energy, and creativity. In return, you can expect to achieve greater self-understanding and increased knowledge of the decision-making process leading ultimately to more control over the content and direction of *your* education. You are the person who is ultimately going to live with the consequences of these educational choices. You must have a major role in deciding what those choices are to be.

In Sections C and D of this chapter, you will be asked to make some choices about the type and amount of education you want and need to achieve *your* most important life goals. Ideally, those choices will be based on an answer to the question: Who are you? Often the answer to this question can be found in the values and beliefs you hold about yourself and others. Unfortunately, many of us have not taken the time and effort necessary to identify and clarify our values. The general goal of the following exercises is to facilitate the identification and clarification of your personal and career values as they relate to the need for interpersonal competence learning.⁶

⁵For an overview of the planning process, a Summary Checklist of Educational Planning Procedures is contained in Appendix E.

⁶The specific emphasis of the following exercises will be the identification and clarification of interpersonal values and needs, but they can be applied to a wide range of purposes with minor modifications in the exercise content. The basic process may be useful in any general planning course or program.

We have divided these exercises into two groups: values clarification and a life goals autobiography. Some of you may feel more comfortable completing the values clarification exercises before attempting to write your life goals autobiography. Others may prefer the reverse order. Some of you may choose to combine the two exercises and complete them concurrently. The sequence you choose is not important. What is important is that your Individual Profile Worksheet and your Educational Planning Worksheet accurately reflect your values and needs. We recommend that you turn now to pages 49 and 55 and review the contents of these documents. These are among the most important outcomes expected from the following exercises. You will want to keep them in mind as you clarify your values and write your autobiography.

Values Clarification Exercises

Exercise #1--Either/Or Forced Choices⁷

Purpose: To increase your awareness and understanding of the deductive process by which values are formed.

Procedure: Choose one of the two alternatives and write your answer in the blank provided. A choice must be made for each item even if you do not have a strong preference for either alternative.

YOU ARE:

- _____ 1. More like a loner or a grouper.
- _____ 2. More like a dialogue or a lecture.
- _____ 3. More like a talker or a listener.

⁷ Some of the exercises in this Chapter have been adapted from Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, *Values Clarification*.

- _____ 4. More like a leader or a follower.
- _____ 5. More like a teacher or a student.
- _____ 6. More like an introvert or an extrovert.
- _____ 7. More like a party or a business meeting.
- _____ 8. More like a team worker or an independent.
- _____ 9. More like a dreamer or a realist.
- _____ 10. More like a typist or a TV broadcaster.

Exercise #2--Multiple-Choice Selections⁸

Purpose: To practice making decisions about important value questions.

Procedure: Place a check mark (✓) in the space next to the item that best fits your individual self-concept.

1. Which is most important in a friendship?
 - _____ loyalty
 - _____ generosity
 - _____ honesty
2. What is hardest for you to do?
 - _____ be quiet
 - _____ talk in front of a large group
 - _____ talk to a professor
3. If you were born with a great gift, which would you prefer?
 - _____ an eloquent speaking voice
 - _____ skill with your hands
 - _____ ability to write great poetry

⁸ Some of the following exercises appear to yield better results when two or more persons complete the same exercises and then compare and discuss their individual responses.

4. What would you least like to do?
- _____ teach biology to junior high students
 - _____ persuade a teenager to stop using hard drugs
 - _____ manage your own business
5. Which would you most like to improve?
- _____ your self-image
 - _____ your basic communication skills
 - _____ your work skills
6. Which would you prefer to marry?
- _____ a patient, easy-going person
 - _____ an intelligent person
 - _____ a successful person
7. If you could be any person, who would you be?
- _____ governor of a large state
 - _____ father/mother of two children
 - _____ famous comedian
8. Which would you most prefer to have?
- _____ \$10,000.00
 - _____ one close friend
 - _____ a well-paid, prestige position
9. What makes you happiest?
- _____ having job security
 - _____ reading a literary masterpiece
 - _____ helping others with problems
10. How do you learn best?
- _____ through lectures
 - _____ through independent study
 - _____ through small-group, problem-solving interaction

Exercise #3--Ten Things You Do Best

Purpose: To help clarify the question:
Am I really getting what I
want out of life?

Procedure: Write the numbers 1 through
10 down the middle of a sheet
of paper. List the things
you do best on the right side
of each number. On the left
side of each number, code
each item in the following
manner.

- a. Place "A" beside those activities you
prefer to do alone.
- b. Place the numbers 1 through 5 beside
the five most important activities--1
(one) should be the most loved
activity and (5) the least.
- c. Place a "P" beside those items you
prefer to do with people.

Exercise #4--Self-Portrait

Purpose: To help clarify your feelings, values, and beliefs as they relate to some important ideas, people, and things of your environment.

Procedure: Write five adjectives after each of the items in the list below that accurately reflect your feelings, attitudes, beliefs, experiences, etc. as they relate to each item.

1. religion
2. professors
3. parents
4. police
5. friends
6. money
7. communism
8. computers
9. automobiles
10. science

Exercise #5--"I Learned"

Purpose:

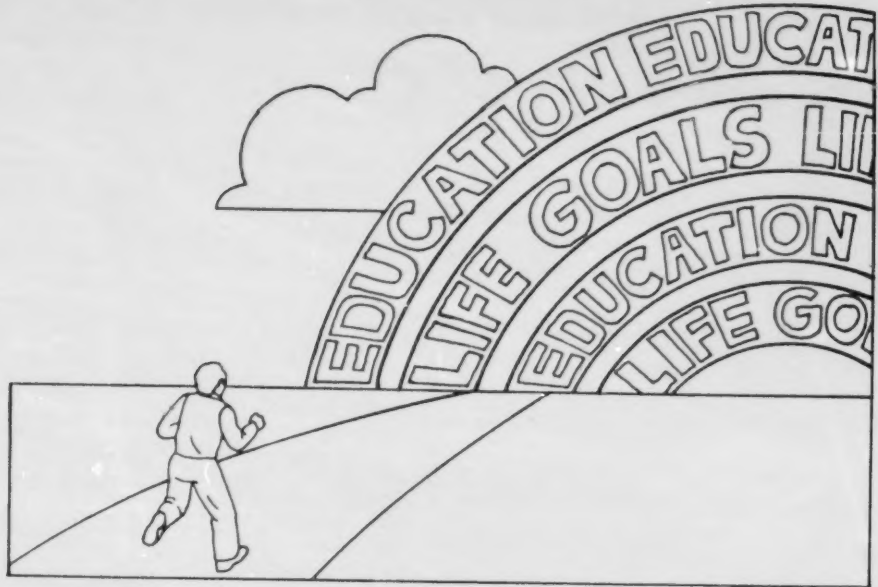
Now is a good time to take a few moments and reflect upon what you have learned about yourself from the preceding exercises. The objective of this exercise is to consolidate those insights you may have reached about such important questions as: Am I in contro' of the direction of my life? or, Am I just reacting to others? Is my life making a difference? or, Am I simply standing still? Etc.

Procedure: For each of the preceding exercises write your individual ending to the following sentence stems.

1. I learned that I....
2. I realized that I....
3. I discovered that I....
4. I noticed that I....
5. I relearned that I....
6. I was pleased that I....
7. I was surprised that I....
8. I was displeased that I....

Writing a Life Goals Autobiography

Self-knowledge has always been the fundamental goal of a true education. It is the essence of the Socratic dictum, "Know thyself." Your values, feelings, beliefs, and experiences form the basis of this self-knowledge.



As a means to self-understanding, autobiography writing has proved to be one of the most effective and gratifying learning experiences for those who approach it as a serious exercise. However, the method for identifying *your* values is a personal matter; choose the one best suited to your individual needs and circumstances. Remember that the identification and clarification of one's values is the single most important step in the process of total life planning. Without it, further planning becomes meaningless.

In general, your life goals autobiography will contain your individual answer to the question: "What are my most important personal and career values and how can they be facilitated by further education or training?" When you have identified, clarified, and set priorities for your particular sets of personal and career values and assessed their dependence upon further education, then you can develop an educational plan as a systematic strategy for achieving your life goals.

1. Suggestions for Getting Started

- Set aside a specific amount of time each day for writing (e.g., 7 a.m. - 8 a.m. each morning). Try to stick to whatever schedule you decide is best for you.
- Select a quiet and pleasant (not too distracting) environment and make sure it is available at the times you have set aside for writing.
- Materials--1 level writing surface, 1 straight-backed chair, 1 large, loose-leaf notebook, 1 set of 3 x 5 cards or a 3 x 5 note pad for note taking, an adequate supply of pens and pencils, a supply of warm drinks (e.g., tea, coffee, etc.), 1 alert and activated memory.
- Do not expect to sit down and write a complete autobiography in one sitting. Planning comes before execution.
- Jot down short notes concerning your thoughts, feelings, likes, dislikes, desires, reactions, etc., as they occur to you. Don't wait! Put them in writing while they are still clear and fresh in your memory.

2. Additional Suggestions for Getting Started

The following exercises are intended as memory stimulants to help elicit the raw data around which your life goals autobiography will be organized. We recommend that you attempt to complete as many of these exercises as you feel necessary to develop a basic set of facts for expanding your life goals autobiography into a comprehensive profile of your interpersonal values, strengths, and needs. We also suggest you review again the Individual Profile Worksheet. (See p. 49) You will be expected to complete this form after writing your life goals autobiography.

Exercise #6--Incomplete Sentences

Purpose: To accent the active participatory role of the individual in the process of identifying and clarifying values.

Procedure: Write your personal conclusion to each of the following unfinished sentences.

1. When I enter a new group, I feel....
2. When people first meet me, they
3. In a group, I am most afraid of....
4. I feel loneliest in a group when....
5. I feel closest to someone when....
6. When someone does all the talking, I....
7. I am hurt most easily when....

8. I trust those who....
9. The subject I would be most reluctant to discuss here is....
10. I have never liked....
11. I am concerned most about....
12. It makes me most uncomfortable when....
13. My greatest strength is....
14. The most important thing I can learn in school is
15. In a group I am....
16. Those with whom I work the closest are....
17. The happiest day in my life was....
18. I often find myself....
19. I am best at....
20. I have accomplished....
21. What I want most in life is....
22. When I am alone at home, I....
23. I get most pleasure from being part of a group when....
24. If I can't get across to another person, I....

25. When there are heated arguments in a meeting, I....
26. When people depend on me, I....
27. Strong independent people....
28. People who know me think I am....
29. I feel best when people....
30. I like people who....

After you have completed all of the sentences to your satisfaction, go back over each sentence and code it using the following key.

Completed Sentence Coding Key⁹

- a. Place a "PB" in front of those items which are or will be a "pattern of behavior" in your life.
- b. Place an "MT" in front of those items that you think you will want to devote increasingly "more time" to in the years to come.
- c. Place an "A" in front of those items which you have already "acted" upon or are willing to "act" upon.
- d. Place a "PL" next to those items which require planning.
- e. Place a "P" next to those items which you would prefer to do with "people." Place an "A-P" next to those items that you would enjoy doing equally alone or with people.
- f. Place a "B" in front of those items you would like to do "Better."

⁹This code was adapted from Simon, Howe, and Kirschenbaum, *Values Clarification*, pp. 31-33, and 35.

• Exercise #7--Annotated Autobiography

Purpose: To provide a succinct and concise list of statements about important segments of your life that you may want to elaborate upon when writing your expanded life goals autobiography.

Procedure: In 25 (twenty-five) words or less, give as complete an answer as you can to the following questions. Use as many action verbs and adjectives in your descriptions as possible.

1. What have been the highlights of the past year?

2. Think of all the things you have wanted to be (job occupations) since you can remember. Why are they appealing to you?

3. List some of the books that have touched your life deeply. Why?

4. What in your life made you feel the happiest. Why?

5. List all of the close friends that you can remember. What made them your friends?
6. List your greatest personal achievement to date. Why was it the greatest?
7. List all the music you can remember (songs, records, operas, etc.). Why are they important to you?
8. What would you do if you had one year to live and were guaranteed success in whatever you attempted?
9. What is the one thing that people can do to make you happy?
10. What three things would you most like to be said of you if you died today?

Before you begin the actual writing of your life goals autobiography, you may find that going back to the preceding exercises and analyzing your responses for patterns and significant areas of repetition is a useful preliminary step in organizing your thoughts about the form and content your writing will take. The general purpose of writing the autobiography is to restate those experiences and beliefs that possess the greatest meaning for you as life goals. The specific purpose of this exercise is to facilitate the development of an interpersonal learning plan to help achieve your life goals--be they personal or professional.*

The important idea to remember is that the raw data from these exercises will be tabulated and organized by you and fed into your Individual Profile Worksheet. From your Individual Profile Worksheet you will select the ten most important items and transfer them to the Values Grid. They will then be ranked twice: once according to their importance and once according to their dependence upon further education. This information will then be transferred to your Educational Planning Worksheet (p. 55) which will serve as the basis for constructing your educational plan.

Once you have completed an autobiography that identifies most of your functional strengths and weaknesses; your major accomplishments and failures; your most significant relationships and experiences with people, with ideas, and with things; your ideal and worst learning and/or working environments; your strongest personal and career preferences, desires, and values--then you will be ready to begin the next task of comparing and setting priorities for your values.

After reviewing the preceding suggestions and the items listed on the Individual Profile Worksheet, we invite you to write an expanded life goals autobiography. We suggest a length of 20-30 pages. The important point is to develop enough information to fill out your values profile (i.e., those people, ideas, and material things that you consider central to a happy and successful life).

Comparing and Setting Priorities for Your Personal and Career Values

The first step in this process is to organize all of your values and preferences into some framework that facilitates the identification of significant areas of repetition or recurrent response patterns. In the preceding section, we suggested some ideas for organizing and analyzing this body of raw data so that you can use it to complete your Individual Profile Worksheet. In addition to these suggestions, you may want to develop some coding system (or use the key in Exercise #6 on p. 44) and code all of your responses and statements in both the values clarification exercises and the autobiography, using a tally sheet to identify developing patterns or trends. Or, you might want to group all of your answers and statements into categories such as feelings, opinions, experiences, beliefs, talents, accomplishments, weaknesses, etc., and then rate the statement as being very strong, strong, moderate, or weak, and finally code the statements or responses as relating primarily to people (P), to data (D) (e.g., ideas, theories, concepts, etc.) or to things (T). Or you may want to categorize all of your responses and statements around significant learning environments such as Family, Community, Recreation, and Work. These are only some suggestions for organizing and comparing your values and preferences. It is by no means a definitive list. If you can think of other frameworks and schemes, please use them. The purpose of comparing and analyzing your responses is to identify major discrepancies and similarities. Both are important factors in determining what and how much interpersonal learning you may need to achieve your life goals.

The next step in the life planning process is to abstract from your autobiography (with the help of the above techniques) all common and recurring responses. The outcome of this process will be a completed Individual Profile Worksheet. It is a summary list of all of the things you do best and the conditions under which you like to do them as well as your most important values. The basic process involves transferring the raw data from your life goals autobiography and values clarification exercises to the Individual Profile Worksheet. After you have categorized and compared your values, the next task is to establish priorities for them. The following exercise is an example of the process of ranking competing values according to their relative importance.

Figure 5

INDIVIDUAL PROFILE WORKSHEET

List your 5 (five) most
important personal values

1. _____
2. _____
3. _____
4. _____
5. _____

List your 5 (five) most
important career values

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 (five) ideal
learning conditions

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 (five) ideal
working conditions

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 (five) activities
you do best

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 (five) activities
you least like to do

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise #8--Setting Priorities for Personal and Career Values

Purpose: To gain practice in choosing among competing personal and career values that may be equally attractive, but mutually exclusive.

Procedure: Rank each of the ten Personal and Career Values in order of their importance to you. Write the number 1 (one) next to the personal and career values that are most important to you at this stage in your life. Write the number 2 (two) next to the personal and career value that is the second most important to you at this stage of your life, etc.

<u>Personal Values</u>	<u>Career Values</u>
_____ 1. intelligence	_____ 1. high income
_____ 2. success	_____ 2. security
_____ 3. art and literature	_____ 3. variety
_____ 4. leisure time	_____ 4. advancement opportunities
_____ 5. recreation	_____ 5. independence
_____ 6. marriage & family	_____ 6. travel
_____ 7. health	_____ 7. responsibility
_____ 8. close friendships	_____ 8. status
_____ 9. love	_____ 9. helping others
_____ 10. honesty	_____ 10. early entry

Having completed the preceding exercise, you are now ready to develop your own list of personal and career values and to rank them according to their relative importance in your overall life plan.

The Individual Profile Worksheet introduced earlier is the form that will contain the synthesis of all the personal information included in your autobiography and the values clarification exercises. It is the document that will contain an abbreviated but concise description of who you are. Once you have a complete Individual Profile Worksheet, you can proceed to the next step of relating your most important personal and career values to their dependence on further education.

B

Individual Needs Profile

CORRELATING PERSONAL AND CAREER VALUES WITH THEIR DEPENDENCE UPON FURTHER EDUCATION

You now have a completed Individual Profile Worksheet containing your most important values, experiences, and preferences. The objective of this section is to take your ten most important values, preferences, and experiences and rank them along two dimensions. First, they are to be ranked according to their relative importance to the ultimate success of your life goals. Second, they are to be ranked according to their dependence on further education before they can be fully realized.

Exercise #9--Correlating Life Goals and Educational Needs

Purpose: To relate your most important personal and career goals to their dependence upon further education (i.e., developing an educational needs profile).

Procedure:

- (1) Assign a letter designation (A, B, C, etc.) to each of your ten values.
- (2) Give each goal two scores on a scale of 1 to 10. The first score should be a ranking of your values according to their importance. Ten is the highest score; one is the lowest. The second score should reflect the degree to which the values depend on further education. Figure 6 on p. 53 is an example of a completed Values Grid.

At this point, you have a list of your ten most significant values and a scaling of their dependence upon further education. The next step is to transfer those values still in need of education in order for you to achieve them to your Educational Planning Sheet. This will serve as the basis for specifying your interpersonal learning objectives and selecting an appropriate experiential learning environment. Figure 6 on page 53 includes a sample of a completed grid as well as a grid for your use.

VALUES GRID

RANKING OF VALUES BY IMPORTANCE

	1	2	3	4	5	6	7	8	9	10
1			F			H				A
2										
3							D			
4									J	
5										B
6								I		
7						E				
8										
9								C		G
10										

DEPENDENCE OF GOALS ON EDUCATION

RANKING OF VALUES BY IMPORTANCE

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

DEPENDENCE OF GOALS ON EDUCATION

SAMPLE
CAREER AND PERSONAL VALUES

- | | |
|----------------------|----------------------|
| A. Money | F. Marriage & Family |
| B. Friendship | G. Honesty |
| C. Travel | H. Leisure Time |
| D. Skill as a Leader | I. Health |
| E. Helping Others | J. Independence |

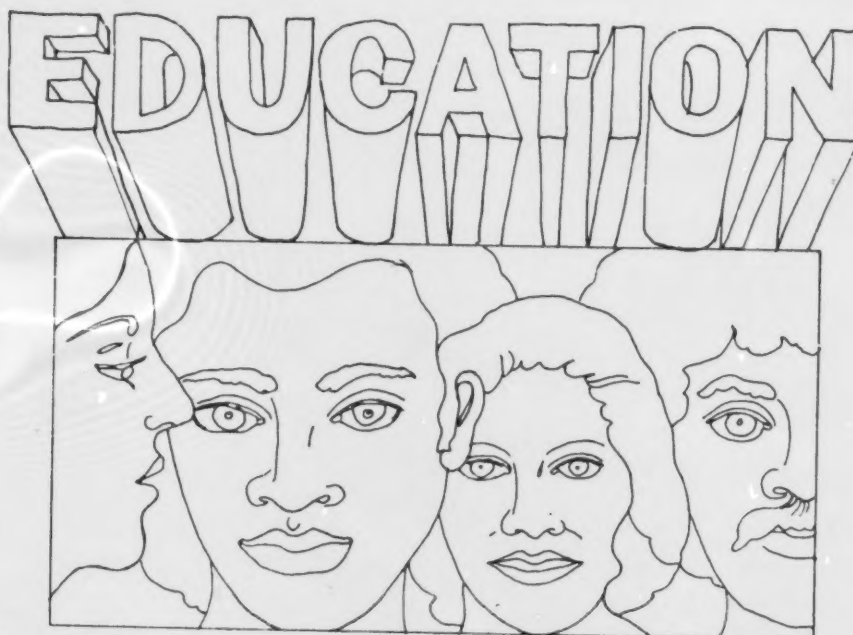
YOUR
CAREER AND PERSONAL VALUES

- | | |
|----------|----------|
| A. _____ | F. _____ |
| B. _____ | G. _____ |
| C. _____ | H. _____ |
| D. _____ | I. _____ |
| E. _____ | J. _____ |

C Constructing Your Educational Plan

Having identified those values in need of further education or training, the important issue to be addressed by you as you complete your Educational Planning Worksheet is what additional training is needed to achieve your personal or career values, and where and how that training should take place.

There are two basic steps in constructing an educational plan. First, you must translate those values in need of further education into specific interpersonal learning objectives. Second, you must determine when, where, and how your learning objectives are to be implemented.



Specifying Your Interpersonal Learning Objectives

Basic to the successful evaluation of any activity is the ability of the learner to specify in specific behavioral terms what it is that he or she intends to learn. Because specifying learning objectives is so critical to the evaluation of learning outcomes, we encourage you to be as exact and specific as you can about the interpersonal attitudes and behaviors you need to acquire or sharpen to achieve your personal or professional goals. The amount and degree of care you take in formulating your interpersonal learning objectives will make preparation for the assessment process easier since you will already have established the criteria by which your learning outcomes are to be evaluated. To facilitate the development of your educational plan, we recommend that you complete the Educational Planning Worksheet shown in Figure 7.

Figure 7

EDUCATIONAL PLANNING WORKSHEET

WHAT I WANT TO LEARN TO DO-- OR DO BETTER:	WHAT Immediate Learning Objective:	WHEN Date	HOW Procedures 1st Steps
In my general communications with other people.			
In small-group social inter- actions.			
In relating to my job super- visors.			
In my family relationships.			
In small-group work or problem- solving inter- actions.			
In relating to my close friends.			

As we have stated throughout, the primary purpose of this chapter is to facilitate the development of an interpersonal learning plan. The primary purpose of the exercises described above is to help you to clarify your values. The primary purpose of clarifying your values is to build the necessary foundation for making your education relevant to your individual needs. In this section we will try to help you to relate your personal and career values to specific interpersonal competences that will become *educational* objectives for you. We will discuss the planning of an educational statement and strategy to help you to achieve these learning objectives. In other words, we are approaching the development of your educational plan as a means to an end. In the preceding sections we have urged you to consider what your values are. In this section we will try to help you to relate your education to the achievement of those values.

What interpersonal competences should you try to acquire or sharpen? To approach an answer to this question, we recommend that you make a quick review of the model, the diagrams, and the lists in Chapter I, and the Appendices. Then study the rest of this section with the purpose of making a draft list of your interpersonal learning objectives (if you are in a sponsored learning program), or of the competences you believe you have already developed (if you are applying for credit for prior learning).

Some communication skills (such as those described in the nucleus of the communications model presented in Chapter I) may be appropriate learning objectives for everyone. Whatever your personality, your living environment, or your career, it is likely that you will be well-served by sharpening your ability to understand your own and other people's feelings, intentions, and behaviors. Other professional skills, however, (such as chairing a large meeting, for example) may be perfectly natural (as well as career relevant) for one person, but basically inconsistent with the goals and abilities of another person.

Having reviewed the models and appendices, you might want to make a second attempt at completing the Educational Planning Worksheet. Completing this procedure in some form is essential to the next step, which involves selecting the means (i.e., methods and procedures) by which you intend to accomplish your objectives.

Selecting an Experiential Learning Environment¹⁰

After you have identified your most important personal and career values, and specified your interpersonal learning objectives needed to achieve them, the next step is to find an appropriate learning environment.

In one sense, this is a relatively easy task. There are many different kinds of learning situations that can serve very well for developing any or all of your interpersonal learning objectives. Whatever it is you want to learn, the opportunity--and probably even a choice among several options--can be found.

In another sense, however, the selection of the right learning environment must be undertaken with considerable care because of the large number of variables involved. Many possibilities may be available. But making the *right* choice requires that you find the right combination of answers to several key questions, which involve all three parties to the arrangement--yourself, your learning site supervisor, and the campus where you wish to be granted credit. We will now take a brief look at three categories of learning environments and at the problems and advantages related to each.

¹⁰ If you are a candidate for credit for prior learning, you may wish to skip this section and go on to Chapter III. However, since you have already had the experience of an off-campus learning environment, you may find it helpful in preparing for assessment to review some of the advantages and disadvantages of various learning environments.

Work. Probably the most commonly credited experiential learning takes place "on the job" in either paid or volunteer assignments that are part of a business or service agency. Regular paid jobs, full- or part-time, temporary or permanent, provide many types of interpersonal learning opportunities in virtually every field of human endeavor. Work assignments may be on or off the campus, and in any kind of business, profession, or occupation. Finding the job may be left up to you, or your campus may have a placement service that is a part of a "Cooperative Education" or "Work-Study" program.

Nonpaid, volunteer work provides such learning opportunities as tutoring in educational institutions (including, perhaps, your own), counseling in halfway houses or other kinds of therapeutic communities, office work, interviewing, organizing programs for senior citizens, children, prisoners, or patients, and a whole range of other activities undertaken by various community agencies.



A sample list of commonly available work assignments is included in Appendix D. Whether or not your campus provides a placement service, we recommend that you study the list to give yourself an idea of the range of possibilities for interpersonal learning.

Organizational Activity. Numerous kinds of organizations--political, social, religious--provide potential learning opportunities in a variety of roles ranging from responsible leadership positions in international associations to participation in routine committee work on a local level. For most of these activities it is likely that you will have to take the initiative yourself to make a list of possibilities and contact the appropriate people. However, for political organizations, particularly campaigns, it is increasingly common on many campuses for faculty or student groups to serve as brokers in this process, collecting lists of available assignments and finding students to fill them either as part of a fieldwork assignment or as a noncredit extracurricular activity.

Among the interpersonal competences that can be learned and utilized in organization activities are leading, managing, persuading, and consulting, as well as all of the communication skills.

Personal Life. Generally there is greater reluctance to give college credit for interpersonal competence gained in "life experience" than for those developed "on the job" or in some specific organizational activity. Nevertheless, various aspects of your personal life may offer good opportunities to develop your skills in relating to other people. Unless you live alone, you probably have intensive interpersonal relationships with one or more people on a daily basis. Child rearing could lead to the development of such career related skills as teaching, supervising, and leading, if pursued in a systematic manner. Marital relationships can stimulate the development of a high level of communication skills.

These relationships, generally, are considered to involve a level of communication skills so universal and basic to everyday life that college credit is usually not deemed appropriate. This assumption may not apply to the level of interpersonal competence you have developed through your personal life experiences. We are simply noting that it is an assumption that is often made by educational institutions and seldom challenged. However, you should not ignore that part of your interpersonal competence developed from your personal experiences. It can and

should be utilized as much as possible in your educational plan. In exceptional cases it is even possible that some personal experiences can lead to creditable learning. Realistically, however, you should expect your college or university to offer you the possibility of earning credit through personal life experience only for such unusual learning activities as a demanding hobby or avocation, or extensive intercultural travel or residence.

The three environments discussed above possess the potential for interpersonal learning opportunities. Whether that potential is ever realized depends upon the particular needs and learning objectives of the individual student. You have just completed a comprehensive assessment of your needs. Your Individual Profile Worksheet should indicate what and how much need you have for acquiring or sharpening your interpersonal competence. Once you have decided what interpersonal competences you would like to develop, the next step is to decide the best means for acquiring those competences. If your learning objectives are oriented in the direction of a career or profession, you may want to develop some of your interpersonal competences "on the job" or in practical, real life situations where your interpersonal behavior has meaningful consequences. On the other hand, if your learning objectives are primarily personal in nature, you may want to develop some basic communication skills such as more accurate listening in a personal setting with a close friend or loved one. Thus, the selection of the appropriate interpersonal learning environment depends upon your personality characteristics, your specific learning needs, and your particular learning style.

Having assessed your needs, specified your interpersonal learning objectives, and constructed a realistic educational plan for achieving those needs, you are now ready to prepare yourself for the assessment process. The next chapter will provide you with information about what to expect and what not to expect from the process of assessing interpersonal competence, and will also assist you in determining the most appropriate evidence for documenting your interpersonal learning outcomes.

III

Preparing for Assessment

This chapter is intended to familiarize you with the principal ways that will be used to measure your interpersonal competences. It attempts to give advice on how to prepare for assessment and on some helpful attitudes toward it. Finally, it tries to explain the reasons for various approaches to assessment.

Prior vs. Sponsored Learning

As was noted earlier, there is a difference between *prior* and *sponsored* learning. Prior learning is by its very nature fixed and will not be changed by the assessment. But sponsored learning is ongoing, and it can be planned with the assessment in mind. Thus, assessment in sponsored learning tends to be spread over the course of the learning, rather than coming only upon its completion. It serves a vital feedback function that helps to keep the learning experience on track.

Assessment in sponsored learning is also important because one can learn interpersonal skills while being tested for them. In demonstrating or describing interpersonal skill there is an opportunity for the student to put matters in perspective, to come to a better understanding of the self and of the nature of interpersonal competence. The selection of tests, or tasks, which are used in the assessment, will be influenced by their appropriateness as learning situations for the student.

In prior learning, the interpersonal skills will frequently have been acquired through jobs; and competence for jobs will be a principal factor in the appraisal. Managing, instructing, negotiating are all among the main activities for certain occupations. Furthermore, they are major components of other jobs. This emphasis on the work-related value of interpersonal skills is noteworthy. It suggests, and it is meant to suggest, that competence and skill are defined, in general, as "getting the job done."

The emphasis on areas of competence is not the only possible approach to interpersonal assessment based on competence. Another analysis might lay stress upon the possession of general personal qualities useful in interpersonal relationships. Under this other approach, the assessment of a person's ability begins with his qualities of tact, of empathy, or sensitivity, which may be considered as the components of competence. In this kind of approach it is more difficult to set standards, which are most easily set in terms of specific goals. In any case, interpersonal success is not simply getting along with others, without regard to the attainment of purpose. Interpersonal success means relating purposefully to others in order to reach specific and perhaps mutual goals.

In thinking of yourself as a candidate for assessment, it is well to keep these general principles in mind. You are not just being asked to demonstrate that you are likeable, or popular. Many people who are extremely competent in the interpersonal area are not overly popular. They are quiet, self-contained people who prefer a few deeper relationships to a larger number of less meaningful ones. Similarly, many quite popular people place an emphasis on entertaining or diverting, and this only in situations without overt goals--after-work parties, for example. Interpersonal competence implies a good deal more than this. What have you done that has solved a problem, or avoided a problem? Who has been helped by your interpersonal skill? Where? When? How would you describe this experience? These are the questions to be addressed. Even if your development of interpersonal skill did not happen on some kind of job, it is competence that is to be appraised, not likeableness.

As these questions suggest, the emphasis in this *Guide* is on the evidence of competence. Essentially, you will be assessed in a process which seeks to validate your own claims for competence. You will be called upon to demonstrate in various ways that you can do something that involves interpersonal exchange, that demands experience to be done well, and that can be done wrong if a less knowledgeable person tries it. It is not an easy test to pass, this notion that competence solves problems. It is difficult to prove that your behavior was one of the preferred ways of handling a situation, that it made a difference. In the real world, there is usually not an easy comparison to other ways in which things might have been done. Things can only happen in one way, and it is only an educated guess as to how they would have come out if they had been handled differently. But it is precisely such educated guesses that will be used to evaluate your own competence. Only if you provide the right kinds of information can the assessment really work.

Importance of the Student

The importance of your own role in the assessment should not be underestimated. Unlike traditional course-work examinations, a great deal of education that is based upon experience is not fully known to the evaluators. When the instructor in a traditional course finished the semester, there was, at least on the surface, a clearer understanding of what had happened--the lectures, the readings, the term papers, the laboratory assignments were in theory all worked out and known. But in an experiential situation, the content is much less well-defined, and certainly not as completely known by the evaluator. In prior learning this is particularly true; the evaluator simply did not know that the experience was happening. But even in sponsored learning it is impossible for the mentor to know all that happens in the experience. Since this is the case, the student/candidate must make an even greater effort to supply information, to understand the assessment, and to cooperate in its procedures.

Varieties of Techniques

The list of assessment techniques provided by this chapter is not the only possible list. It could well be that at your own institution there will be elements of the process that are not described here. Furthermore, the sequence of events may differ from institution to institution. Nonetheless, this chapter attempts to describe the principal techniques you are likely to face, in the order in which you are likely to face them, and with some statement about the "why" of the technique--why it is believed to work, what functions it is intended to serve.

The chances are that you will be assessed by more than one of these approaches. This is because, in a complex area like interpersonal competence, it is difficult to make perfectly reliable judgments. The safest approach is to gather a good deal of evidence by a variety of logical means and to base the final, overall assessment on these varied approaches.

The assessment of interpersonal skills is:

- somewhat different for sponsored vs. prior learning;
- potentially of value as a learning experience;
- centered on competence, rather than popularity;
- shaped by the student, at least in part; and
- based on a number of techniques.

The preceding description of the evaluation process pinpoints some differences between assessment in traditional education and in experiential education. A result of these differences is that many students find it difficult to get started, to get a handle on the process. They seek specific guidance and explicit statements of what is expected. Their problem is understandable, but not always solvable in the explicit manner they would seek. Assessment in experiential education is judgmental, and it is judgment formed on the consideration of highly personal evidence. However clearly the principles are stated, there will always be a gap between them and the way in which they are applied to specific cases. This gap must be filled in, one case at a time, for each case is truly individual. Students must understand the complexity of their own candidacy for credit in experiential areas and must accept some of the consequent uncertainties and redundancies of the process.

Nonetheless, there are specific counsels that can be given to students to assist them in getting started, or restarted if they seem to run into difficulties. The following five rules of thumb attempt to restate the earlier considerations into specific suggestions.

FIVE RULES OF THUMB FOR GETTING STARTED

1. Make very complete lists of what you have done. Credit in experiential learning is based more on accomplished behavior than on the possession of qualities, such as tact or compassion.
2. Expand your list of experiences by describing how it was done. "Lived abroad" is what you did. How was it done? You will find that credit is won for having done things in ways which are logically consistent with learning. There is a need to make a deeper and more detailed statement than simply the description.
3. Next, review your behavior from the standpoint of why it was done the way it was. What factors entered into your choice of behavior? This demonstration of the reasons will be valuable evidence for the discretionary aspect of your behavior. Furthermore, since interpersonal competence is the ability to attain goals, you must demonstrate that you varied your performance in the service of reaching goals.
4. Who was affected by your behavior? How? Who knows about this. Who can substantiate your account? Interpersonal behavior involves others besides yourself. You should be aware from the outset that this means that a rational appraisal system for determining your interpersonal skills will require extensive input from others, and that you must nominate these others. Your faculty advisor may make selective choices among the candidates you offer, and may pursue additional contributions from others, but in most cases you must facilitate the process.
5. What would you do differently if you had to live it over? Although the crediting of skills is a crediting for competence, you need not feel that only successful interpersonal experiences have been learning situations, or that institutional evaluators will form negative attitudes if you describe a situation in which you were less than fully successful. They appreciate that learning from experience in the pursuit of academic goals is a process of induction, of drawing inferences from both positive and negative cases. You may be started toward the demonstration of some aspect of your skills by an incident that was not all that successful.

Survey of Assessment Methods

On the following pages, information is provided about a number of methods of assessment. These are presented in a roughly logical order, but this order may not be the one used by your institution. Furthermore, the order is more likely to be followed in assessing prior learning. As mentioned earlier, assessment in sponsored learning is more closely interwoven with the learning process; it can be specified in advance and tailored to the needs of the student.

A **Checklists**

The first call for information that one is likely to confront in prior learning will be a simple checklist of activities. This checklist will be specifically designed to be appropriate for the skill area you have designated competence in: negotiating, managing, etc. The checklist will be a relatively lengthy list of all the basic behaviors that make up the skill. If your skill area is managing, for example, you may be asked to indicate the scope of your experience by simply checking the appropriate characteristics. These may range from information about the size of the group you have managed, the length of time you held a managerial role, the composition of the group, in terms of the average age or range of ages, the racial, sex, or educational characteristics. Finally, you may be asked to indicate whether you have performed specific managerial responsibilities. For example, did you ever:

1. Hire a person to join your group?
2. Fire a person for inadequate performance?
3. Release a person because of unsatisfactory work?
4. Direct a handicapped person?
5. Decide that someone should work overtime?

The list will be much longer, and it will vary in content depending on the skill area, but the main idea will be the same. You will be asked to characterize your experience in terms of a number of particular components.

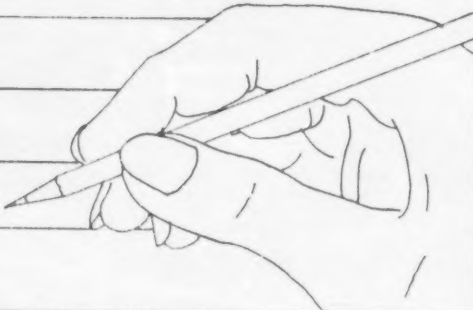
The checklist will be invaluable to your institutional advisor in deciding on a course of action. It provides a convenient summary of your experience, indicative of the quality of that experience both through the entries which you can check and those you cannot. In combination with other kinds of information about you, it can provide a data base for comparing your background against a standard.

Checklist

✓

✓

✓



You must strive for a good deal of honest self-appraisal in completing the checklist. Do not err in either direction, by checking experiences you have not had or by failing to check those you have had, because you feel that they may not be up to some standard. Leave the questions of standards to your advisor. Try to let the checklist be as complete a description of your experiences as is possible. But understand the function of the checklist. It is a preliminary document. Each component will be followed up in greater detail, as to where, when, how, and the other specifics of your experience. You will not be able to bend the truth in presenting your personal history, and you may weaken your own case if there are too many instances of dubious claims. Stay with the main facts.

B

Description of Experience

A second technique in gathering information will probably be a summary description of your pertinent experience. This is not the goals statement described in Chapter II. Rather, it is an achievements statement. It may be exhaustive, covering many years, if you are an older person returning to school and seeking prior credit. It may be a journal of a fairly recent experience, if you are in sponsored learning. It could be a log or a diary, for example. But it is a prose description of where you have been and what you have learned. Did you teach disadvantaged youth? What did you teach? To how many students? What did you find hard about it? What did you find easy? Did you have to plan for it? What materials did you use? Why? How often did you meet? Where? Did you choose this place? If so, why? If not, why not?

The list of questions is almost endless. The description of your experience gives dimensions to what happened, dimensions that are lost in the simplicity of the checklist. Pay strict attention to the preparation of such autobiographical descriptions of your experience. It is probably fair to say that the extended account of your experience is the foundation for the assessment process. It is a chance for you to speak in a permanent, written form, about yourself, who you are, and what you have been doing. It is a unique task which no one else can do for you.

Do not write this material simply to please your evaluators. It will work best if it is an honest statement of your own perceptions of your own experience. On the other hand, do not try to write of insights that never happened during the experience--unless you identify them as hindsight. To help you to achieve a balanced account, you will probably be given examples of a document of this type in the form recommended by your institution. Follow them as closely as you can.

The checklist and the description of experience will begin the total process of accrediting. The total collection of these materials is called your portfolio. It is the summing up of the evidence that you have had the skill-developing experience and that you have achieved competence as a result.

C Interview

Along with the completion of the checklist and description of experience statement, you will be interviewed, probably more than once, probably by more than a single interviewer, and with somewhat different emphases in each interview. Because of this, because interviews require no special equipment, they are likely to constitute a frequent step in your appraisal. These interviews will focus on the content of your personal experience. They will be intended to help you organize this experience, to appraise its value. But you will also be evaluated for your interpersonal skills during the interview process, for clarity of communication, for indication of understanding, etc.



How can you prepare for such interviews? Well, there are a number of books which offer advice on the employment selection interview. Many of the points in these books can be applied to the appraisal interview. The following checklist may be helpful in preparing for interviews.

1. Learn everything you can about the purposes of the interview. Successful communication demands understanding, and understanding demands knowledge.
2. Prior to the interview, review your own experience carefully. Read over the checklist, the description of experience, and any other documents that you know the interviewer has been given.

3. During the interview, make your answers direct, specific, detailed. Avoid long-winded "reminiscences."
4. Feel free to seek clarification. Do not use counter-questions to defend yourself, but do not hesitate to get a clearer understanding of what is wanted if you are, in fact, uncertain.
5. Be yourself but try to avoid common interviewee failings; look the interviewer in the eye, call him or her by name, sit erect. Few people are truly comfortable in an appraisal interview. The result may be a nervousness that distorts the normal performance. A conscious effort to view the situation objectively, to put your best foot forward, may help a great deal.
6. Don't mirror the interviewer's manner if it is not your own natural manner. You can be serious opposite a cheerful interviewer, or vice versa. It is when you are being yourself that you are most effective.

In general, the goal of the assessment interview is to reach a balanced, global appraisal of your skills. It is meant to be nonthreatening; it demands your cooperation and participation. It can be a very valuable experience by which you are assisted to greater self-understanding both of the skills and competences you possess and of the goals that are meaningful to you.

Multiperson Interviews

The preceding discussion has presented the interview as it is most often encountered--one person talking to another person. There are occasional advantages to modifying this situation. You may be confronted with a panel interview, in which you meet with a number of advisors or evaluators, so that questioning moves from one panel member to another. Alternately, you may be asked to participate in a group interview, in which a faculty advisor meets with a group of students. Suppose, for example, that three or four students are presenting experiences as participants in archeological activities in the eastern Mediterranean area, but at different sites. The faculty member who is asked to evaluate the interpersonal dimension of these experiences may suggest that at least one session be conducted as a group interview so that some of the common points may emerge. On the other hand, if the faculty members feel that the nature of the experience is so special that it demands a multiple-member faculty team in order to secure an adequate appraisal, a panel interview may be recommended.

There are no glaring differences between suitable behavior in these multiple-person activities and in the one-to-one situation. They can resemble group discussion situations, which are mentioned later. They differ from these group discussion sessions in their emphasis on information and understanding as opposed to social behavior. The interview is basically a communication process, and communication is the fundamental behavior or interpersonal skill. But an interview about, say, negotiating skill will not depend upon the direct demonstration of this skill during the interview. In the group discussion sessions, however, particularly in what is called leaderless group discussions, or in a simulation exercise, there is a direct appraisal of interpersonal skill. These other techniques are reviewed in later sections of this chapter.

Generalization from Experience

This overview of the interview process is an appropriate place to discuss the need for generalization from experience. This is a critical dimension of the evaluation of competence. An understanding of this dimension is important throughout the total evaluation process, but perhaps most clearly in the conduct of interviews. It is central to the concept of a discretionary level of role performance.

Experience is generalized to the extent that it is not limited to a specific setting. The person who has learned from experience should be able to verbalize a principle that summarizes the learning. The person should be able to review the learning, pointing out the factors that indicate that a situation has arisen, the factors that indicate which behaviors are appropriate for coping with it, and the factors that determine whether there was success or not. For example, a widespread problem in industry and business is the worker who uses alcohol excessively. A student may present managerial experience for credit and may indicate on the checklist that one component of the managing involved the direction of one or more workers with this problem. The interview and the letters of reference will seek to verify this experience, but the crediting process cannot stop there. Credit, in experiential learning, is given not simply for experience, but for the learning which comes from that experience; and one criterion for the success of that learning, in the sense of providing a person with creditable competence, is the evidence of adequate generalization from experience.

The consequences of these points for the conduct of the interview is that you must be prepared to offer your understandings and opinions wherever they are sought. Usually, the interview will be planned so as to assist this process. Questions will be made to encourage answers from you that give evidence of your ability to form the critical generalizations. You will be asked *how* you do something, such as serve as a mentor to a student, and you will be asked *why* you do these things.

It is important that you recognize this goal for the interview and prepare yourself. The self-development autobiographical material we advocate in Chapter II may provide some stimulation for this process; the more focused autobiographical material we mention here (the description of experiences) will add to it. But perhaps the best preparation will be a careful review of your own understanding of what you can cope with and why. If you have traveled extensively in France, has it equipped you to travel in Italy? Why? What would you seek to generalize? What steps would you take in Italy, knowing what you know about France?

Similarly, if you have dealt with an alcoholic, what general conclusions have you reached on such critical decisions as the need to control punctuality, or the extent to which the person has confronted the problem, or the openness to the problem shown by the person's peers, etc. It is not enough to point out that you personally benefited the person through empathy and supportive attitudes. What is needed is evidence that beyond this there has been generalization into broader principles for dealing with such problems.

This does not mean that you must be an authority on every aspect of your experience, or that a grand principle lurks behind every experiential problem you have solved. But it conveys the spirit of the appraisal of credit and the need to recognize that what is credited is not experience in itself but the *learning* which results from experience.

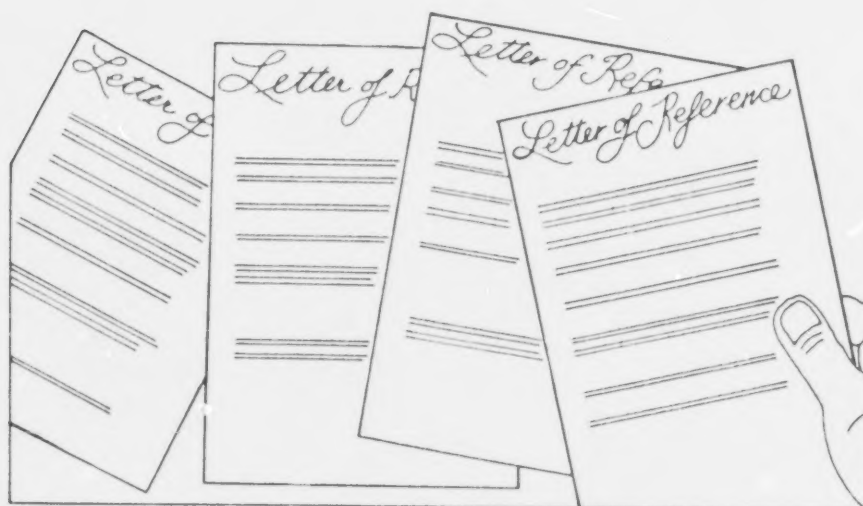
In sponsored programs there can be more explicit recognition of these dimensions by your faculty advisor. Because sponsored experience is planned, you will be encouraged to read related works, to talk to fellow students, and to take a field experience which calls for discretionary performance and thus involves you in a variety of aspects of the role. If you are presenting prior learning, you may be asked to examine certain writings in order to enrich your understanding of your own experience. All of these devices can be extremely helpful. The important point to recognize is the value of this generalized understanding in the overall assessment process, and to prepare for an interview with the clear expectation that you will need to demonstrate

not only that you performed specific behaviors, not only that you played the role of manager, counselor, or instructor, but that you have generalized from this experience.

D **Letters of Reference**

With a checklist and autobiography in hand, your mentor has a number of options. There are two or three principal activities needed for a balanced assessment. First, there must be validation of the claimed experience. Since your area is interpersonal competence, there will be a need for references who can attest to the highly specific behaviors you point to.

These references will be asked to supply evaluations basically in the form of letters of recommendation together with the completion of forms and rating sheets. You may frequently find it necessary, for example, to ask an employer to complete relevant parts of the behavior checklist in order to confirm that his or her perception of the role was consistent with your own. What were your responsibilities? Each element of detailed behavior in the checklist and in the description of experience is open for verification or validation.



E Ratings

Throughout the evaluation process, you and others who provide information will be asked to do so in the form of ratings. The use of ratings is a common technique for gauging the level of complex behaviors. There are no simple answers to some of the questions that must be asked in making appraisals for credit. It is difficult to evaluate managerial performance, for example, by counting the elements of behavior that make up the performance. Some managers are extremely effective at planning and at issuing written communications. Other managers are extremely effective at dealing with the problems of the moment and at issuing oral communications. Both may be highly competent and effective managers, perhaps somewhat different in the kind of situation they would cope with most effectively, but both possessing creditable competence. The rating technique gets around the difficulties of these differences in style and seeks to reach a broad judgment as to competence.

Ratings are familiar devices for securing judgments. Typically, they call for an indication on a scale of, say, 1 to 5. The scale might have verbal labels as follows:

- 5 - Extremely effective
- 4 - Somewhat effective
- 3 - Undecided or can't tell
- 2 - Somewhat ineffective
- 1 - Extremely ineffective

These categories are used to describe people and their performances on a number of dimensions of a job or role. For example, a person in a leadership role could be appraised for effectiveness in such qualities as:

- Ability to foster a spirit of group solidarity.
- Extent to which each member of the group feels recognized.
- Reactions to crisis and the handling of difficult moments.
- Ability to delegate to those who are best suited for the responsibility.

In an actual rating appraisal, each of these four leadership qualities, and others, would be appraised using the five-point scale above. Such ratings depend a good deal on the interpretation of language. What is meant by "effective"? How much better than average is someone who is "extremely effective"? There is a tendency for the interpretation to vary from person to person, and this can introduce error into the ratings.

To guard against this, usually each of the brief descriptions, such as "extremely effective," is supplemented by a paragraph that offers more information. This supplemental description tries to describe what is meant by something like "extremely effective" so that the variations in interpretation from one rater to another will be reduced. This process is called "anchoring" the scale. The brief paragraphs try to pinpoint specific behaviors that indicate what a quality like "effectiveness" is all about. It is not always easy to be specific as to what constitutes a quality like being effective, but the effort is extremely worthwhile in helping the raters. If you are asked to rate yourself or others and are given such additional descriptions, read them well, and try to refer to them in making the judgments. They can make your job significantly easier and more meaningful.

Ratings are used in a number of ways. In many applications they are combined, so that the ratings of several raters are added and averaged. This guards against bias in one of the raters, and the resulting summed values are more reliable. Before they are combined, the ratings are tested for overall level of agreement, so that it is established that the raters were trying to measure or judge the same thing.

Some ratings are the combination not only of the judgments of several raters but of several qualities. Thus, in the example above, an overall rating as a manager might be developed by adding up the ratings for fostering group solidarity, for recognizing each group member, etc. This overall rating would summarize a balance of all the various qualities that make a good manager.

Ratings have weaknesses, and your faculty advisors will be aware of these. As mentioned, ratings depend heavily on the interpretation of language, and this will vary greatly from individual to individual. You need not feel, however, that any single adverse appraisal will determine your quest for credit. The ratings will be sought from a number of sources, many of which you will be asked to nominate yourself. The total package of ratings will enter into the decision about you, not simply the judgments of a single rater.

The appraisal techniques that have been discussed to this point will probably constitute the principal elements of the process. The sequence in which you will confront them will typically be as follows:

1. Experience checklist
2. Description of experience
3. Interview
4. Letters of reference
5. Ratings

The actual order is, of course, a question to be decided by the individual institution, and the list does not suggest that there would be no ratings of an interview, or that no interview will be held until you have submitted an experience checklist. The techniques are components in an overall process, and that process will be defined somewhat differently by each institution.

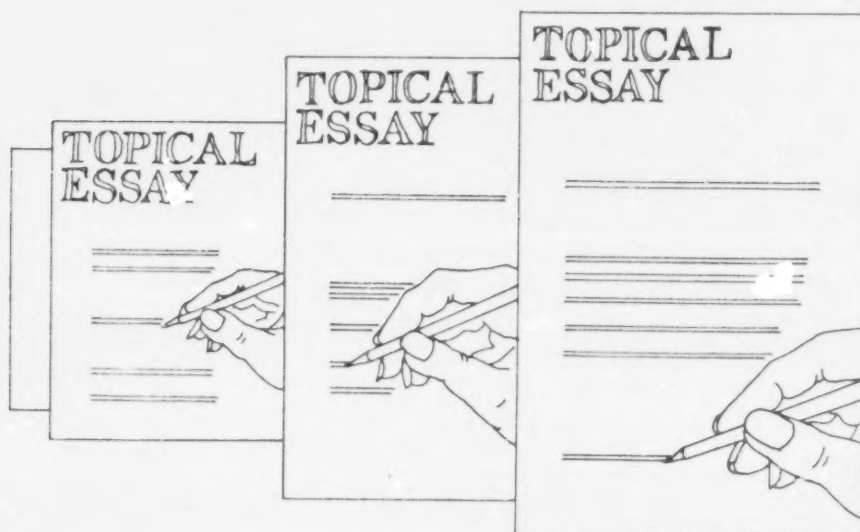
It is possible to make an adequate appraisal of competence using these basic elements. They cover the necessary steps of information-gathering, confirmation or validation of experience, and evaluation against a standard or guideline. However, in a number of cases there will be an interest in observing your direct behavior or in examining records derived from that behavior. These procedures are reviewed in the remaining sections of this chapter.

F

Topical Essay

The discussion of the need for generalization, presented in connection with the interview, pinpoints the need to confirm that learning is not simply specific to a single situation. The interview process will frequently be sufficient evidence in this manner, but it may be necessary to ask you to complete a more formal written statement. Sometimes this will be recommended because the oral communications skills of the student are less well developed than the writing skills. Shifting the field to writing gives some students a better opportunity to demonstrate their understanding. Perhaps it will be a matter of convenience.

Sometimes the topical essay will be recommended to facilitate the integration of learning into a larger context. A list of books will be recommended by the faculty advisor, and the task will be to write an essay which applies the material in the books to the life experience, explaining their points of mutual relevance or contradictions. Thus, the insights gained from experiential learning are clarified in the context of the recommended readings.



The evaluation of such an essay will in general proceed along the lines of a term paper or other writing project in formal classroom instruction. The topical essay will have autobiographical elements, but it will be centered on some aspect of learning selected from your experience. For example, continuing the example of management and the problem of alcoholism, the paper could be devoted to this topic. Or a student who had worked in a day-care center could review the developmental stages that children exhibit, with particular emphasis on preschool years.

The possibility of such an essay indicates the need for validated generalization. It further underscores the broad comparability between classroom learning and experiential learning and the fact that the best education will be a synthesis of each.

The requirements for a topical essay vary with the topic. Some general points to keep in mind are as follows:

1. There must be a balance between the recommended readings and your experience. Do not stress one at the expense of the other.
2. There must be a relationship between your experience and the content of the readings. Each must supplement or clarify the other.
3. Since it is interpersonal skills which are in question, you must write about other persons. Wherever necessary, however, the privacy of such persons must be respected.
4. Try to write in a manner that is natural for you. Do not try to imitate others, or to sound like a textbook. The essay is based strongly on your personal experience. It will read better if it reflects you as a person.

G Paper-and- Pencil Test

Paper-and-pencil approaches to assessing behavioral skills have been developed. They have many limitations. Successful interpersonal behavior is largely determined by specific conditions. An instructor's behavior, for example, is appropriate in relation to *all* the factors in the situation: Who is present? Who asks what? In what manner? Following what remark? It becomes very difficult to capture this level of situational specificity in paper-and-pencil tests.

Nonetheless, it is possible to develop case study materials and to frame some general questions on which experts can reach agreement on answers. Particularly in the education of teachers and managers, such surveys have been found useful. They may be suggested by your faculty advisor as a useful technique in your own area, or you may be asked to take an instrument that is undergoing development within your institution. You will probably find that the instrument relies upon a multiple-choice or objective approach in order to achieve time efficiency. You will probably also find that you are not certain of all your answers to the tests, since some ambiguity is virtually unavoidable. However, there is a need to assess your understanding of interpersonal processes that may take place far from the campus. In order to do this there will often be a need to use approximations to the actual behavior. Paper-and-pencil questions, based on case study, constitute one such approach.

The best advice to give in connection with such tests is probably a suggestion about attitude. You are asked to provide a series of judgments on a given set of information. It is natural to want other information--more facts, for example--to help clarify the situation. In a paper-and-pencil case study test, these added facts cannot be provided. Therefore, you have to make an interpretation of what you are given. Accept this responsibility as part of the process of judgment which is expected of you, and do the best you can. You will make some judgments that others would not, but, over a number of questions of this type, these will balance out and the total number of right answers will be a reasonable reflection of your ability. Accept the testing situation and method as it is, work within its limitations, and you will find that such tests can be quite useful gauges of your interpersonal skill.

H

Group Discussion Session

The most direct route to an appraisal of interpersonal functioning is to observe it in action. One setting for such observations is a discussion setting, often called a "leaderless group." The format of such sessions will vary. Your evaluators may ask you to join others in reviewing some hypothetical problem situation. For example, the group may be asked to imagine that it is a committee established to allocate the funds for a political party to different candidates. You may be specifically asked to try to develop the case for a sizable allocation to one of the imaginary candidates. The session may last an hour or more. You may be observed during this discussion, and your behavior, and that of the others, recorded.



The goals of a discussion group are simply to give observers an opportunity to see the participants interacting under conditions approximating those of a number of work or community participation situations. No specific qualities of participation are expected of you beyond any special instructions you may receive. You are not*expected to lead, or to be dominant, nor is the highest appraisal given to those who talk the most.

Your best approach is to accept the goals given to you as an individual and the goals given to the group and to do whatever seems appropriate to reach both goals. You should not focus specifically on demonstrating any personal quality or charm, but on goal-directed behavior. Keep in mind that interpersonal behavior is competent behavior if it helps someone to reach a goal.

You may be given individual goals somewhat in conflict with those of other individuals or of the group as a whole. Try to resolve these conflicts as well as you can, at the same time sincerely striving to carry out your assignment. You may, for example, be asked to take a position of advocating funds for some specific charity, and your goal is to win the largest amount of funds for this charity that you can. Others may have their own assigned charities, and they will be trying to win resources for theirs. If the group has a finite amount of hypothetical resources and a fixed time within which to complete deliberation, there must be some sort of compromise. You would find your skills of negotiating and persuading coming into play. But in a case like this do not attach too much importance, as an indicator of the absolute level of your success, to the amount of resources voted by your fellow participants. The assigned "charities" will likely differ from each other in a number of ways. Your effort to win resources for a senior citizens' center may be an uphill struggle against the needs for a medical center. Participants are given background information to assist them in their role, and this will vary in quality, also. Remember that observers can make these differentiations between behavior and the information base you are given to work with. Be yourself, work effectively, and trust to the reasonableness of the observers.

You will probably be given a chance to make judgments on your participation and the behavior of the group. This will take the form of ratings. The evaluation of such a group discussion can provide excellent insights into problem areas in interpersonal matters. There are no specific techniques for preparing for participation. The essence of the method is that you do not know in advance what the discussion topic will be. The best rule is simply to be yourself and to participate as well and naturally as you can.

I

Simulations

The group discussion is a kind of simulation, but there are other approaches. In assessing managers, for example, there is a well-known simulation called the "In-basket Task," in which the person being appraised takes the part of a manager in an imaginary company. The in-basket of the imaginary executive is full of communications and, with them, problems. The person plays the role, writing letters, setting up meetings, etc.

Performance is evaluated by ratings of the effectiveness of the communications and decisions. After the "in-basket" is completed, there is an extensive debriefing session in which the decisions are reviewed and the role player is given an opportunity to state the rationale for the decisions.

Managerial roles are not the only activities that can be simulated. Instruction can be approximated, counselors can be requested to meet with "clients." Simulations will often require the cooperation of other individuals who play the roles and give the task its interpersonal dimension.

Simulations are quite demanding. They call for an in-depth knowledge of the role being simulated. You will probably be given advance time to prepare yourself. Try to focus on the knowledge you have of the role, rather than on play-acting aspects of the self. Remember that there is a reciprocal aspect to interpersonal skills, and try to react naturally to the behavior of any other persons in the simulation situation.

Simulations are observed, of course, and this can be a little stressful at first. You will probably warm up, however, after a few moments. Once people are in the groove, role-playing simulations can even be fun. This is more likely, however, if you possess a good command of the demands of the role.

How can you prepare for a simulation? The amount of advance information and time for preparation will vary from situation to situation. Since you are applying real-life skills in the simulation, perhaps the best preparation is a review of the real-life experiences you have had that are the basis for your skill. What is your counseling style? Where did you acquire it? What is it like to counsel? A firm handle on your own answers to questions such as these may give you a better basis for your participation than any effort to anticipate or please the examiners.

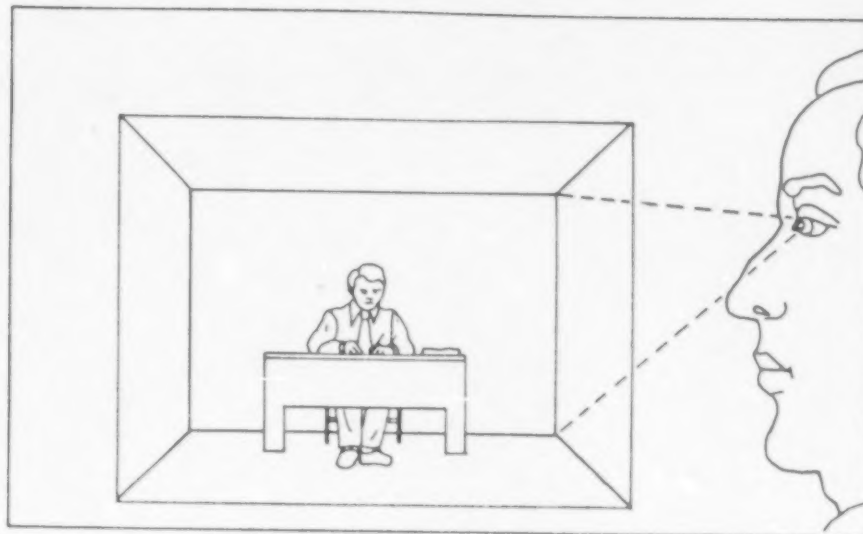
J

Work Samples

Simulations are approximations to real-life behaviors. Work samples *are* this real-life behavior. If your experiential role permits a reasonable observation of your performance, this may be the most appropriate source of information about you.

The advantages of the real-life validity, however, are offset somewhat by the distortions that may occur simply because of the process of observation. For example, consider the counseling situation, which is usually a private exchange. How do observers enter into the situation without distorting it or invading the privacy of the person who is being counseled? In many cases, you will be asked to take part in simulations simply because the possibility of the observation of a short work sample by any evaluation team is not possible.

Observation of you at work is, of course, possible for those who are normally at work with you, and these persons can be asked to supply ratings of you on the basis of their knowledge of your performance. Such ratings may be secured from your supervisor, from your peers, and from your subordinates, clients, or counselees. But the concept of a work sample advanced here is a specific sample of behavior, defined in time, and rated or evaluated with the results entered into your portfolio. This specific behavioral event is frequently difficult to achieve while retaining the natural quality of the situation.



One device which has been tried in such circumstances is the unobtrusive measure or observation. An unobtrusive measure, as its name implies, is one in which the person being assessed is unaware of the assessment at the time it takes place. Having already discussed the problem of observing without altering the situation, it may not be readily apparent how the unobtrusiveness is achieved. A good example might be a counseling situation in which the examiner arranges to have an associate go to the counselor just to observe the counselor's work. The examiner might specify the "problem" that the associate is to present. After the counseling, the associate reports the counselor's response. The counselor, unaware that the "client" is, in fact, an associate of the examiner, is unobtrusively observed. Unobtrusive situations are also possible through special appointments to committees, etc., in which the apparent purpose of the appointment masks the intent to secure a behavioral sample.

K

Content Analysis

A content analysis is an appraisal technique that focuses not directly on behavior but on the consequences of behavior. Interpersonal behavior leads to few "products," but written records can be extremely effective indicators of interpersonal skill and growth. These can be summary reports of counseling sessions, instructions issued as a manager, outlines or agenda for meetings, etc. Your advisor may explore the possibility of securing such written documentation in order to subject it to an analysis that can contribute to your portfolio. Your "products," in this sense, can be memoranda or letters, and they can be rated by judges for appropriateness of tone, for clarity, and for evidence of understanding. You may be asked to rate these communications yourself, or to write further about them, explaining your rationale for their particular characteristics.

The use of content analysis need not be restricted to studies of communication prepared by you. There can be a review of information about you. For example, if you claim leadership experience by virtue of the presidency of a community organization, the minutes of the meetings of this organization can be analyzed for evidence of the frequency and level of your participation. Such material may prove an effective substantiation of your claims for credit.

Many of the writings mentioned above are job-related records. As such, they are more relevant to prior learning.

A frequent subject of content analysis in sponsored learning is a journal record of the experiential learning situation. This journal is a personal record of the meaning of the work experience on a daily basis. It describes personal reactions to people and to situations, recording insights, critical happenings, and analyses of events. For a complex experience such as travel in a foreign country, a journal can be an invaluable source of information concerning the growth of interpersonal skills.

Formal content analysis relies upon numbers of events. It establishes that interpersonal activity occurred by pointing to the number of interpersonally-oriented events. Informal content analysis is much nearer to a judgment or rating of a written record. Such an informal analysis is the likely approach to be taken with regard to a journal. If it is offered as evidence of growth in interpersonal competence, it will be read and appraised by a faculty member. The standards for these judgments will be formulated by the institution. Instructions in keeping the journal will be provided by your faculty advisor.

In concluding this chapter, it may be well to repeat the major points we made in beginning it:

1. Appraisal for credit is appraisal for competence in solving problems or reaching goals through performance of functional behaviors.
2. You, as the student, have a central role in your own evaluation. Only you will really know your experience. Your advisor will need your extensive cooperation in order to secure an information base.
3. You will be assessed by a number of techniques--checklists, interviews, essays, etc. No single one of these sources of information will determine the creditability of your experience.

The approaches described in this *Guide* may or may not be used at your institution; others not mentioned here may be used. You should conceive of the task as a need to accumulate a portfolio of "evidential" material upon which your institution can base a decision.

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Appendix A

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Paul Breen
Thomas F. Donlon
Urban Whitaker

Appendix B

Descriptive Definitions of Major Interpersonal Skill Clusters *

Communicating

Observing the interactive behaviors of self and others through the senses of seeing, hearing, and touching. Assessing the feelings of self and others generated by the sensory data. Interpreting the meanings of the sensory data and the feelings of self and others. Being aware (i.e., understanding) of the intentions and goals of self and others. Selecting communicative behaviors congruent with the feelings, intentions, and interpretations of self and others.

Mentoring

Works with individuals having problems affecting their life adjustment in order to advise, counsel, and/or guide them according to legal, scientific, clinical, spiritual, and/or other professional principles. Advises clients on implications of analyses or diagnoses made of problems, courses of action open to deal with them, and merits of one strategy over another.

Managing

Controls, directs, and coordinates the relationships of individuals and groups under supervision. Works with individuals answering questions, airing concerns and offering helpful information on how to improve behavioral problems affecting effective group functioning. Maintains flow of communication without interrupting unnecessarily. Respects other views and maintains rapport by not offending others' sensibilities. Keeps conversation on track and brings it to conclusion. Takes responsibility for efficient interaction of individuals and groups of individuals in order to achieve the stated objectives.

* Adapted from the works of Sidney Fine.

Leading

Works with groups of individuals establishing policies that will directly affect their behavior in a significant manner. Employs persuasion techniques to influence and motivate groups of individuals to trust in his/her judgment about the priorities and direction the group should take. Uses symbols familiar to the group to promote adherence to his/her policies, and controls any serious resistance with firm sanctions acknowledged by the group to be lawful extensions of leader's authority. Maintains group solidarity while accomplishing objectives with group cooperation.

Negotiating

Bargains and discusses on a formal basis as a representative of one side of a transaction for advantages in resources, rights, privileges, and/or contractual obligations, "giving and taking" within the limits provided by authority or within the framework or the perceived requirements and integrity of a program.

Instructing

Teaches subject matter to others or trains others through explanation, demonstration, and testing.

Supervising

Determines and/or interprets work procedures for a group of workers; assigns specific duties to them (delineating prescribed and discretionary content); maintains harmonious relations among them; evaluates performance (both prescribed and discretionary) and promotes efficiency and other organizational values; makes decisions on procedural and technical levels.

Consulting

Serves as a source of technical information and gives such information or provides ideas to define, clarify, enlarge upon, or sharpen procedures, capabilities, or product specifications.

Persuading

Influences others in favor of a product, service, or point of view by talks or demonstrations.

Entertaining

Amuses or diverts or distracts individuals and/or audiences or lightens a situation.

Appendix C

Specific Interpersonal Behaviors

Mentoring

- listens
- asks questions
- reflects feeling and informational responses
- guides conversation
- diagnoses and evaluates feelings and information
- feeds back diagnoses
- makes suggestions
- prescribes treatments and approaches to solving problems
- instructs: presents information, explains, gives examples
- forecasts possible outcomes, predicts consequences of alternative courses of action
- gives assurances and support
- motivates
- persuades and influences in favor of a point of view
- provides feedback and evaluation of progress
- makes new suggestions based on new information or circumstances

Managing

sets goals and performance standards
establishes communication channels
promotes the free flow of two-way communication
formulates policies and directs their implementation
coordinates tasks, activities, and programs
plans conferences
makes decisions on personnel matters
provides evaluation of progress
prescribes alternative approaches to solving problems
administers and implements the policies of supervisors
allows others to lead
takes responsibility for duties and tasks under jurisdiction

Leading

establishes and implements performance standards
sets group priorities
persuades and influences in favor of a point of view
promotes group trust and cohesion
motivates
employs authority to accomplish goals through cooperation of group
maintains group harmony
controls group behavior through use of sanctions and punishments
determines the direction of the group
makes decisions on policy and procedures
solves problems by invoking symbols of his or her authority

Negotiating

- states and argues position
- bargains over terms
- instructs: presents information, explains,
and gives examples
- advances proposals
- defends position with clear and coherent
rationale
- answers objections
- presents alternative courses of action
- gives and takes in a trade-off of benefits
- argues against counterproposals
- discusses possible solutions
- defines goals and objectives
- offers counterproposals when original
proposals are rejected
- reconciles opposing viewpoints
- confronts opposing demands to clarify
positions

Instructing

- listens to opinions and ideas
- presents lectures
- elicits and discusses theories and practices
- trains others in affective and cognitive
principles
- uses demonstration and role-playing
techniques to teach subject matter
- conducts seminars and workshops
- illustrates theories and principles through
explanation and example
- tests and assesses knowledge and under-
standing of the problem-solving process
- answers questions
- points out similarities and differences
of viewpoints
- makes inferences about the cognitive
behaviors of others

Supervising

- assigns tasks
- discusses subordinates' use of discretion
- explains operating procedure
- implements performance standards
- examines task outcome against stated criteria
- directs studies
- evaluates performance
- interprets results of task performance
- judges content and consequences of discretionary decisions
- sets task objectives
- assesses individual competence to perform a given task
- ensures performance standards necessary to achieve objectives

Consulting

- gives information and ideas based on experience and training
- recommends content and methods of training
- provides sources of technical information
- gives ideas to define and clarify procedures and product specifications
- informs on details of working out objectives
- gives advice
- explains content of programs
- assists in working out of plans
- guides implementation of plans
- meets with, listens, discusses and answers questions to resolve problems and promote cooperation
- makes suggestions to reduce resistance and sharpen understanding of program goals
- recommends alternative courses of action

Persuading

describes and explains advantages and
benefits of a program
converses with clients
influences in favor of a service, product,
or point of view
demonstrates the advantages of programs,
procedures, products, ideas, and services
speaks and converses with individuals,
groups, and organizations
coaxes individuals to elaborate on thoughts
and feelings
gives instruction, advice, and personal
assistance

Entertaining

tells stories and anecdotes
selects and narrates jokes
plays games
gives support and assurances
expresses sympathy
sings songs
acts in dramatic roles
acts out a mime part

Appendix D

Relationships Among Learning Sites, Learning Activities, and Learning Outcomes

(The following are actual cases, some individual and some composite, selected from experiential learning programs at several postsecondary institutions. They are numbered for easy reference.)

Sites	Activities	Potential Interpersonal Skills Learning Outcomes
#1 Attorney's office	interviewing potential clients in person and by telephone	Interviewing
#2 State Legislator's office	attending hearings, responding to inquiries by telephone or in person, troubleshooting on a variety of problems	Interviewing Persuading Listening Compiling Paraphrasing
#3 Political campaign	acting as an "advance man" to make preparations in various communities for a candidate's visits	Negotiating Persuading Mediating Compromising
#4 Special interest campaign (supporting a foreign aid proposal)	planning meetings, arranging publicity, organizing a staff, raising money	Persuading Mediating Negotiating Leading Directing
#5 Museum	leading tours	Explaining Paraphrasing Entertaining
#6 Museum	handling relations with high schools, including development of special education programs	Negotiating Instructing Supervising Administering
#7 Church	assisting in planning and implementing a reorganization	Canvassing Observing Evaluating Interviewing Persuading

Sites	Activities	Potential Interpersonal Skills Learning Outcomes
#8 Volunteer in a therapeutic community (halfway house, board and care home, etc.)	developing and administering recreational programs, vocational counseling, organizing and conducting group meetings for various purposes, fund raising, public relations	Counseling Leading Administering Entertaining Mediating Emphathizing Listening Supervising
#9 Volunteer coordinator in rehabilitation center	Recruiting, training, assigning and supervising volunteers in various jobs	Leading Managing Supervising Negotiating Evaluating Instructing Interviewing
#10 Office of a money management Counselor	as an apprentice, handling initial contacts with potential clients, screening in preparation for interviews with the counselor	Interviewing
#11 Advertising agency	assisting in all aspects of production of commercials for television and radio, dealing with clients, helping to hire camera crews, dealing with laboratories and supplies	Evaluating Interviewing Negotiating Assisting Persuading Listening Observing
#12 Television station	assisting news staff by answering phone calls, visiting sites with reporters, gathering information	Interviewing Observing Listening Informing
#13 Volunteer aide in prison	arranging entertainment for inmates, assisting with personal problems of inmates by helping to write letters, make phone calls, etc.	Entertaining Negotiating Counseling Instructing Persuading
#14 Summer camp	counseling and disciplining campers, acting as "dorm parent" and group leader	Mediating Leading Persuading Counseling Instructing

Sites	Activities	Potential Interpersonal Skills Learning Outcomes
#15 Orientation program on university campus	setting up and managing an office, handling telephone inquiries, developing a film presentation and planning and administering an information program for new students	Supervising Recruiting Persuading Negotiating Leading Counseling Training
#16 Elementary and secondary schools	assisting teachers, counselors, and administrators	Teaching Leading Counseling Supervising Negotiating Mediating Entertaining
#17 Motion picture studio	assisting director of a weekly television series in all aspects of his work from concept to product	Counseling Observing Interviewing Explaining
#18 Scenic design studio	as an apprentice to a scenic designer, assisting in interviewing clients	Interviewing
#19 Alternative school (elementary)	tutoring reading	Instructing Negotiating Counseling
#20 Radio station "Hot Line"	organizing and administering a "Call for Action" program, recruiting and training volunteers, chairing the administrative committee	Instructing Training Managing Supervising Leading
#21 Suicide prevention	answers crisis telephone, talking to potential suicides, assisting in administration of program, counseling new volunteers	Counseling Interviewing Listening Training
#22 Public high school	student coordinator for liaison between social science faculty member and students, assisting in evaluation of students' work, assisting in administrative duties of faculty member	Listening Paraphrasing Instructing Counseling

Sites	Activities	Potential Interpersonal Skills Learning Outcomes
#23 League of Women Voters	chairing a committee preparing portfolios of information, lobbying, training researchers and group leaders	Managing Persuading Consulting Instructing
#24 Small business	owning, managing an appliance sales and repair business with 4 employees	Managing Instructing Supervising
#25 Member, State Zoo Board	chairing meetings, conducting research, hiring architect and Zoo director to construct and establish zoological garden	Managing Negotiating Consulting Interviewing Persuading

Appendix E

Summary Checklist of Educational Planning Procedures

1. Identify and clarify significant personal and career values.
2. Write a life goals autobiography.
3. Organize information from the exercises and autobiography into a systematic framework.
4. Analyze and compare information for patterns and recurring themes.
5. Summarize information and list on Individual Profile Worksheet (IPW).
6. Set priorities on summarized information.
7. Transfer summarized information to Values Grid.
8. Correlate values with educational need.
9. Identify those values dependent upon further education.
10. Transfer information to Educational Planning Worksheet.
11. Specify interpersonal learning objectives.
12. Select an appropriate learning environment to achieve learning objectives.